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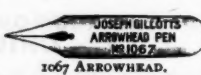
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Vol. LVII.

For the Week Ending September 10.

No. 8

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Great Teachers. I.—Dr. Arnold.

In the year 1827, Dr. Arnold became principal of one of the noted academies of England—the great school at Rugby. Before his day, the teacher had been held in low esteem, but his administration of his office began a redemption that has continued up to the present time. It is by no means certain that Dr. Arnold had ever heard of Pestalozzi; nor, indeed, that he had studied education at all in the spirit and method employed since his time. Like Pestalozzi, however, he gave his heart and thought to the task before him, and, as all resolute thinkers will, came upon some general principles whose application placed him on a pedestal among all the teachers of England.

Dr. Arnold laid no claim to have made any discovery of educational principles; it is altogether probable that he believed the success he had attained was within reach of every teacher who possessed scholarship, gentlemanly habits, and a determination to live in accordance with Christian doctrine. And, yet, as many such had preceded him, and had not been successful, it must be apparent that he was working on principles possibly not clearly stated to himself. Upon consideration, we must conclude that Dr. Arnold was, in reality, an educator; that he felt, if he did not state the foundation principles he employed. The attempt will be made to analyze his procedure, so that a comprehension may be gained of the reasons why this man stands so high in the esteem of the educational world above the thousands of clergymen of the Established church, who have also undertaken to direct the education of youth.

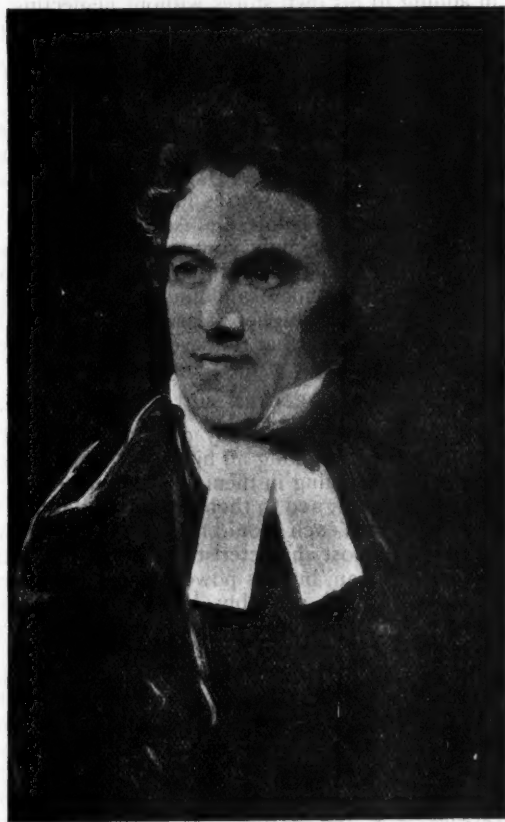
I shall suppose an assistant teacher of his at Eton resolutely gives himself to the task of ascertaining, by daily observation, the principles that must have been followed by Dr. Arnold. At first, no doubt, the personal contact with a mind of such magnitude would obscure his vision; he would feel that it was the intellectual greatness of the man that enabled him to bring order out of the confusion several hundred young men would necessarily create, and to impress them with desires to act well their parts, not only in the school, but to go to their homes, and afterward go out in life with high ideals of honorable manhood. But as the days went by he would feel that Dr. Arnold proceeded systematically; that he had established ideas, and was working them out; that he was not merely fitting the boys to enter Oxford or Cambridge, or pressing them along thru the course of study.

Probably the besetting sin of the teacher is the same as that which weakens the power of the clergyman—perfunctoriness; there are few of either class but may score a degree of success, if they are really in earnest. The leading feature in Dr. Arnold's life was his

earnestness. I shall place, then, as the first principle in his teaching his

I. EARNESTNESS.

We have the testimony of Mr. Price, one of his assistant teachers, on this very point: he says: "The first remarkable thing that struck me at once on joining the community at Rugby was the wonderful healthiness of tone and feeling which prevailed. Everything about me I found to be most real; it was a place where a new-comer at once felt that a great and earnest work was going forward. Dr. Arnold's great power as a teacher resided in this, that he gave such an intense earnestness



Thomas Arnold.

to life. Every pupil was made to feel that there was work for him to do; that his happiness, as well as his duty, lay in doing it well."

There are few persons but can call to mind one or more possessing only moderate scholarship who have accomplished remarkable things as teachers, because they believed in the work they were doing; believed in its usefulness, its importance, and in its indispensableness. It does not matter if the teacher be a good scholar, so long as he has a low definition for educa-

tion; if he considers it something tacked on the mind, instead of being the flower of humanity toward which everything tends.

The earnest teacher does not take pride in the acquisitions of some one possessing uncommon powers of memory, and show them off to the unthinking; if anything, he is more interested in the slow and the backward, for he sees they need education; need the teacher far more than the others. We can readily see how such a teacher would impress a school-room and obtain a power over it.

It ought to be added here that earnestness is not evinced by bustle and noise, a very common mistake among teachers. The earnest teacher is, on the contrary, quiet and self-contained; he feels the importance of education to the pupil; it impresses him deeply.

We may, then, place earnestness as the first; the foundation principle; but it was but one of several high qualifications possessed by Dr. Arnold. Being himself a student, he felt it made him sympathetic with students, and so he regarded further study as indispensable to the teacher.

II. CONTINUED STUDY.

The views of Dr. Arnold on this point may be known from a letter he wrote to a teacher who had been appointed at Rugby. He says: "I think he should have sufficient vigor of mind and thirst for knowledge to persist in adding to his own stores without neglecting the full improvement of those he is teaching." The great pedagogical sin has been stated as perfunctoriness; the second is cessation of study as soon as appointed as teacher.

In another letter Dr. Arnold says that as we prefer the water of a running stream to that of a stagnant pool, so a pupil is more pleased with the aspect of mind presented by the teacher, who is himself a student. It had been the practice before Dr. Arnold's time for the assistants, who were mainly young clergymen, to seek pulpit work; but he maintained that the school business was to occupy their main and individual interest; in order to achieve this, higher salaries were paid. But the point he made was, that they were to study subjects cognate to those taught in the school.

III. CHARACTER BUILDING.

The assistant teacher, already quoted, says: "This wonderful power of making all his pupils respect themselves and of awakening in them a consciousness of the duties that God assigned to them personally, and of the consequent reward each should have for his labors, was one of Arnold's most characteristic features." It is true he was a clergyman, but his power did not come from that fact; he would probably have been as great a teacher if this had not been the case; we know clergymen who are conspicuous failures as teachers.

To increase in character, the pupil must place before him the ethical end continually; how shall he be led to do this? Most teachers, and parents, too, deem it sufficient to state the rules of conduct. But Dr. Arnold felt that the tone and life of the school was the important factor. Here we come upon one of the mysteries of teaching; a school may have everything else, building, furniture, apparatus, teachers, and if it lacks tone it lacks all. Tongue in a school, church, community, city, nation is everything; in a community or city we term it public spirit; in a nation, patriotism.

In Rugby, "pupils of the most different natures were keenly stimulated;" they felt themselves to be essential parts of the great institution. Dr. Arnold often spoke to them as members together with himself of the same great institution, and that its character and reputation depended on them as well as on him. Having molded them into a common mass by his art as a teacher, the various elements would now react upon each other. The pupils began to be emulous to exemplifying the ideal they saw Dr. Arnold had; in this way, the ethical end was kept prominent.

Dr. Arnold, as a clergyman, presented as a stimulant the favor or disfavor of God; but it was only one of the means he employed to cause the upbuilding of character. He had learned the incommunicable secret of operating on a mass of minds to cause the noblest common features to bud and blossom; he knew, too, how to put these minds in motion; to fermenting, as it were, so that they longed to do those acts which met with approval. His constant appeal was to the common sense and common conscience he knew they possessed. He did not strive to enforce acts which, tho right in themselves, would, in boys, be performed from wrong motives; in this respect he differed from the great mass of teachers and parents, who are satisfied if an act is performed.

The development of character in his pupils was his constant study; he writes of the new and powerful influences that began to operate on the boys on leaving their homes and coming among other boys, often extensively depraved; "the character is braced amid such scenes to a greater beauty and firmness than it ever can attain without witnessing and enduring them."

IV. CULTURE.

He writes: "The qualification which I deem essential to the due performance of a master's (teacher's) duties are the spirit of a Christian and a gentleman." Again he writes: "What I want is a man who is a Christian and a gentleman." The coupling of these two terms is significant. A consideration of the ethical end denotes character; character has reference to persons;—other human beings; the treatment we accord other human beings measures character; it supposes character; it stimulates it. A gentleman is a kind man; thoughtful of others. He exemplifies this in his treatment of the slow and dull. He records his shame, having reproved such a pupil, when the boy said, "Why do you speak angrily, sir? I am doing the best I can." Years afterward, he said, "I never felt so ashamed in my life."

This insisting that the pupil should be treated like a gentleman was a marked feature of the Rugby school after Arnold's going there. They had been haled about before too much like convicts. We read of boys being made to kneel for flogging; of being pushed over by the boot of the master, and made to lie on the floor; but nothing of this kind happened after Arnold came. He knew too well the reaction of culture or character; he knew that happiness belonged to the springtime of life; he knew that gentle treatment encouraged the growth of the better elements of a boy's nature.

V. SYMPATHY.

"Hence, each pupil felt assured of Arnold's sympathy in his own particular growth and character of talent; in striving to cultivate his own gifts, in whatever direction they might lead him, he infallibly found Arnold, not only approving, but positively and sincerely valuing for themselves the results he had arrived at; and the approbation and esteem gave a dignity and growth both to himself and his labor." These are the words of an assistant teacher, and describe a great teacher, no matter what his name, place, or salary. "Ha; very good! Is that entirely your own, or do you remember anything in gem reading that suggested it to you?" is an exclamation and remark his pupils relate as often made when some statement in a theme was made that showed original thought. We have alluded before to his power to mold the mass of boys; his sympathy with them was one of the elements in this power; they knew that while he was the master and above them in intellect in his heart he was with them.

VI. INTEREST.

"His hold over all his pupils I know perfectly astonished me. It was not so much an enthusiastic admiration for his genius or learning or eloquence which stirred them; it was a sympathetic thrill caught from a

spirit that was earnestly at work in the world." The question of "interest" was one that he early began to discuss; in a letter, he says: "I prefer activity of mind and an interest in his work to high scholarship." He was an example of possessing and expending interest. He delighted to interest pupils. He never felt satisfied until he could use his stores of knowledge to create an interest in them, to gain the same.

Which was the Strong Teacher?

By Alice J. Ormes, Illinois.

Having noted the nickel figure two on the door, I entered the room quietly, and unannounced—which, perhaps, was not quite fair.

As it happened, I was especially inopportune. Miss Primall was evidently in the midst of a certain lecture.

I was just in time to catch an ominous "Thirty minutes after school," before she was aware of my presence.

"You may take out your books. One!—two!"

I thought I heard the tap of a ruler as accompaniment, but no; it was just Miss Primall's military precision of voice, admirably seasoned by twenty years' experience.

Forty little hands drew as many books from their respective places and laid them, noiselessly, with the exactness of well regulated machines, in the center of each desk, while forty pairs of anxious round eyes were fixed with painful intentness on the severe, rigid figure before them.

Forty—did I say? No; the thirty-ninth, a wee maid in the far corner of the room, having pushed her reader to the upper corner of her desk, and being made aware of her transgression by the piercing reproach of her teacher's eyes, reached a fat little hand to correct herself.

The book fell on the floor, and was recovered after a scramble, intermingled with blushes and a few tears.

"Forty minutes wasted, Miriam," was the grim comment. "A minute for every child you have kept waiting."

A SUFFOCATING ATMOSPHERE.

I spent half an hour in the room, enduring the sense of suffocation which assailed me, through stronger motives of curiosity. I had come in a free-born American citizen, elate and vividly alive, with the fresh October air in all my tingling blood. I went forth a wiser and sadder being—thoroughly subdued, beautifully devitalized, leaving the little beings of a still more active organism to a further two hours of the process, after which, I felt sure, their mental wardrobe would be properly starched and ironed to send home to the parental roof.

Miss Primall confided in me that children were very trying. It was only by the motto of eternal vigilance that she accomplished anything. They were so exuberant—so full of life.

"Why if I should allow it—if I gave them a single indulgence, they would run all over me! I am ashamed to have you find the room in such confusion."

"Albert!" sharply, "Don't let me see you look off your book again."

"The frost, perhaps, it gives one such a live feeling," I suggested mildly.

"Well, maybe," dubiously, "but there is no excuse for it."

Just what was inexcusable, I did not quite decide.

"Are you troubled with whispering?" I ventured rather guiltily, for I had seen none.

"Whispering!" she echoed, horrified. "They get a demerit if they even turn around."

"A Class, in reading! One! Two! Three!"

"Must you go?" as they obeyed the signals, rising like ranks of miniature soldiers, and I, also, rose to go. "Come in again,"—and so I left them reading about the "frisky squirrel," with all the animation of bisque talking dolls.

AN "UNUSUAL" TEACHER.

Mr. R—, the principal, met me in the hall.

"So you have been visiting our model room," he exclaimed. "A very fine teacher! An unusual teacher, I might say. We were most fortunate in securing her."

"Indeed she is an unusual teacher—I trust,"—I added to myself.

The theme was evidently a pet one. He rolled it like a choice morsel under his tongue.

"They went in there regular harum-scarums—into everything. A very weak teacher last year! Miss Primall soon had them in marching order. You don't see any more of that now."

A CHEERFUL ROOM.

"Another primary room? Oh! Oh! yes. The first grade. But I'd really rather you wouldn't visit it this morning. It will be such a disappointment after the work you have been seeing. A young teacher, you know—enthusiastic and pleasant, but full of notions. She has some good qualities tho, and I think she'll improve in time. But her order is dreadful! There simply isn't any."

However, I went in. I was not surprised to hear her called "Miss Love."

If ever a name fitted!—but you should have been there to see for yourself. There was a small tidal wave of rapture just as I entered, which entirely ignored my presence.

"Oh! see—see! There come its wings!" shrilled an ecstatic little voice, forgetful of all convention.

"It is our very first moth from the cocoon," explained Miss Love, turning a smiling face to show me the rough brown cradle from which the trembling visitor was slowly freeing its drooping wings.

"The children are so happy over it."

"But we won't frighten our little friend with our big voices, will we?" she said softly. And the tender hush that fell upon the shining baby faces was sweet to see.

"Let us sing our cocoon song to the pretty moth," and as she spoke she wrote "Moth" in large letters on the board.

How softly, without any suggestion, the clear voices crooned the lullaby!

"This kind of moth cannot eat. They have no long tongue to suck with as other moths. So he will be quite happy to spend his little life in our warm room, and we can get better acquainted."

"Ralph, show me how he moves his wings. Why do you suppose he quivers them so? Yes, to get them unfolded. They were folded in the cocoon like a fan."

"You may all show what he will do when they get firm and strong."

"Let us fly around the room and back again to our desks."

WHY THE CHILDREN LOVE HER.

It was only because, at last, all the children went home to lunch that I went too.

A little scarlet-clad maid, with nut-brown eyes and hair, waited shyly at the door, and clung to Miss Love's hand as she passed out.

"I am going home to lunch with Margery. Isn't that lovely?" said the bright young voice, as the girlish teacher bade me good-bye.

"Indeed it is!" I agreed heartily; and all the way home I was wishing—gray-haired matron that I am—that I could be a school-child again. In Miss Primall's room? No; in Miss Love's.

September for the Primaries.

By Elizabeth F. Keysor, Mankato, Minn.

September, with all it means for the first-year primary teacher, is here again, and with it the many perplexing problems that the first few days of school always bring. Surrounded with forty to fifty bright, happy, expectant faces of merry children, living examples of perpetual motion, the teacher wishes he might possess the "music of St. Cecilia, the patience of Job, the wisdom of Solomon, the prudence of Franklin, the inventive genius of Edison," to know just what to do first. Something she must do; and something of value she most certainly desires to do. There are so many things for the little ones to learn that unless the greatest care is exercised too much, and too difficult work will be attempted.

THE TRANSITION FROM HOME TO SCHOOL.

In the intermediate and higher grades real solid work can begin at once; but in the primary rooms there must be a season of entertainment. The little five-year-olds come from their free and easy home life, and the restraint of the school-room is irksome and hard to bear. The transition should be gradual and pleasant, that they will be unconscious of the tightening of the reins, until some day they awaken to the fact that they are no longer playing, but are doing real school work, "most like the big boys and girls."

TELL A STORY.

But on the first morning of school just what shall be done first? It is a trite saying that, "To be a good storyteller is to be a king among children." Then why not establish one's kinghip the first thing by telling a short, bright story, and illustrating it, if possible, on the board? This will give the children a chance to look long and closely at the new teacher—perhaps their first teacher—without seeming to be impolite. To the teacher it will afford an opportunity to make a rapid diagnosis of each little mind and heart, and to take an all-around measure, as it were, of the children as a whole.

GROUPING THE CHILDREN.

Then, for rest to the limbs, teach the playing of a bright, active game; one in which all can participate. By this time the children will have lost much of their shyness. In the meantime, the teacher has been doing much rapid, silent work; such as the mental grouping of those who can best work together and associating a given name with the right child, for a primary teacher must be able to do, at least, two things at once.

WORK OF THE FIRST SESSION.

After this the children are seated and the group work begins. On a table are found blocks of various sizes and shapes. One group is busy assorting and arranging them according to direction. Another group is interested in illustrating the story told; another group is happy in matching colors in pegs or lentils; and still another group is oblivious to all else in watching the play of goldfish in a jar of water and talking about them with the teacher. Some of their simple statements are written upon the board, and thus quite unsuspectingly they have had and enjoyed their first reading lesson.

After a repetition of the game and a few moments' work on a bright, attractive song, the morning session is at an end, and the children go home, jubilant with their first school experience. No one is disheartened, because all have been able to meet the simple requirements of the teacher. In the afternoon, a repetition of the work of the morning with the introduction of a general talk about the goldfish, and a period of stick laying will be found pleasing and profitable.

HAVE NO "CLASSES."

In the first-year primary, the children should not

come to the knowledge of difference in classes, but to them these should be simply groups, so arranged for the convenience of work. The distinction of class, that one is higher or lower than another, is a source of worry and trouble to them, and for several months they are unable to appreciate the *why* of such a difference. In this instance, ignorance will be found to promote, not only bliss, but good results.

NATURE WORK OF THE MONTH.

During this month, let the glory of the goldenrod, the freshness of the aster, the silence of the caterpillar, and the chirp of the cricket enter and permeate the room. It is the simple expression of the observations of the children concerning these objects that we care about, rather than the scientific truths. An acquaintance with all of these, and the study of two of them, will furnish abundant material for the month's work.

THE CATERPILLAR AND WHAT BECOMES OF IT.

If the caterpillar is chosen, let it be the one found on the milkweed, as its stout yellow stripes makes it peculiarly interesting.

Have several of them, and keep them in glass jars or boxes, covered with netting, with a good supply of milkweed leaves for food. The children will be greatly interested in the size, shape, method of crawling, eating, and in the spinning of its silken thread. They will notice and wonder at its growing restlessness, and some morning they will be much surprised to find it fastened, head downward, to the top of its box. In a short time a perfectly-formed chrysalis will meet their gaze, and many will be their exclamations of wonder and surprise. This chrysalis should be fastened up where it can be seen and not touched, and in a few weeks the children will be rewarded for their patient watching and waiting, in the advent of a beautiful butterfly from this queer little house. We not only have the butterfly to look at, but to talk and read about; and all of this forms most excellent material for the reading work.

PREPARATION FOR READING.

The simple statements made by the children about the objects in hand should be written upon the board, as these are given, and gradually they will connect the spoken thought with the written form, and will then be on the royal highway to reading. During the first month, and perhaps for the first six weeks, no use will be made either of print or phonics, for the average child is not ready for them. The beginning of these will be wisely left for October.

The illustrating of their statements and stories is something they but rarely doubt their ability to do, and their hesitancy in attempting to write will be but short if they do not hear, "Now, children, we are going to learn to write." There need be no hurry about the writing; it will come quite naturally in time.

CHILDREN MUST LEARN TO FEEL AT HOME IN SCHOOL.

Give the children a chance to become acclimated. If they are surrounded with an atmosphere of written work, and observe its easy use by the teacher, they will not only learn to recognize words and sentences, but will soon try to imitate the teacher; and thus begins the first work in written language.

FRUITS OF THE FIRST MONTH.

The first month should accomplish the perfect organization of the school; the fair knowledge on the part of the teacher of mental caliber and peculiarities of each child; a pleasing manner of one toward another; an appreciation and a kindly consideration of the rights of others; the spirit of "I'll try," substituted for "I can't;" a deep interest in several of nature's gifts, and a marked improvement in the expression of observations, orally, in illustration, and in writing.

Studies of Common Butterflies.

By Minna C. Denton, Arkansas.

"Oh, the nasty thing!"

That is what the teacher feels like exclaiming, when she opens the pill-box Tommy has brought her, and finds nestled therein what he calls a "worm that turns into a butterfly."

But she is anxious to give this fascinating science of butterfly study a fair trial, and, conquering her inbred disgust as best she may, she persuades the creature out of its retreat in the pill-box by the gentle use of a very long lead pencil, and examines it.

It is not entirely unworthy of attention for its own sake, after all. Its black-and-green striped body, the three bright yellow spots in each of the broad bands, and the two yellow horns in front, give it a striking and not uncomely appearance.

Tommy says he found it on the celery in his mother's garden. Among the leaves of the carrot, parsley, or celery (or of any other plant of the parsley family) may be found hundreds more just like it—especially in the spring of the year, while caterpillars are so abundant, or in the fall, when they are more numerous.

And this method of beginning with the caterpillar is the only way to "start right" with our butterfly study. It is true, we might show Tommy and the other children how to make nets and let them catch butterflies, provided they have first been taught how to kill them mercifully. Indeed, this is often very desirable at a later period in the course, as many butterflies may thus be obtained whose caterpillars might never have been found. But the great lessons to be learned in this study can be developed only from observation of the life story of these wonderful creatures; and for that the caterpillar is necessary.

It is well that most of the caterpillars should come to us as this one has done—from the hands of the children; so encourage them to do most of the collecting, at least for school purposes. Though, to be sure, the teacher can never enter into the spirit of the work, unless she becomes a student herself, and an active one. Search in the garden, in the fields, under the trees. Examine patiently both sides of the leaves of a suspected plant, being sure that where the foliage is partly eaten and mutilated, caterpillars must have been at work. Secure two or three of a kind, if practicable to guard against disappointment in case of accident or misfortune to one specimen. Do not take very small caterpillars, as they are less likely to thrive; though, indeed, some even succeed in raising them from the egg.

And now, let us transfer our waiting caterpillar from the pill box to a piece of clean paper, which may be put under an inverted tumbler on the window sill or table. In case of a particularly large specimen, which would seem to require more room and breathing space, it would be better to use a glass jar, covering the top with netting or thin cloth. It will now be Tommy's duty to keep the caterpillar supplied with fresh celery or carrot leaves, and he must not make the mistake of thinking that mulberry leaves or maple leaves will do just as well. For most caterpillars will starve rather than eat of any plant except the particular kind or kinds which constitute their natural food.

The first thing the children will want to know about their new charge, is whether it will really produce a butterfly. This the inexperienced person cannot certainly tell, for some caterpillars finally turn out moths. A very general rule, admitting of many notable exceptions, would be something like this:

A spined caterpillar (one covered with what the children call "stickers") will most often produce a butterfly; while one boast-



Spined Caterpillar.

ing a considerable hairy growth is more likely to be the larva of a moth. But in case of a naked caterpillar like this one, about the only thing the beginner can do, is to wait until it is ready to form the chrysalis. It seems odd, but most of the caterpillars one happens upon turn out to be moth larvæ. In order to obtain a supply of butterfly caterpillars, it is a good idea to search the leaves of plants which certain species are known to inhabit.

The next thing is, to induce Tommy and the rest of the class to

observe carefully in their caterpillar those things that they ought to observe, which they will not be likely to do without some suggestions concerning the proper way of going to work. To this end, it is often a good plan to keep a list of questions on the board, the answers to which are to be found by patient watching of the specimens under the glass. Do not permit the children to tell each other; for the one great and valuable good to be derived from any form of nature study, is the power of the child to observe for himself. Tell them how few persons there are in the world fortunate enough to possess a pair of eyes that can be trusted to tell the truth; tell them how many, many wonderful and beautiful things they might find, if only they had eyes to see them; tell them how this same power of keen, quick, accurate seeing lies at the foundation of those qualities that will go far towards making them capable and successful and progressive in almost any line of work which may be theirs in the grown-up world. Make them feel these things, and you will not find it hard to work up such a sentiment that a child will no more want to be told what he can find out for himself, than he would want to have some one else eat his breakfast for him.

After the observations have been made, the children may record results in their note-books, if they are sufficiently advanced for such written work; and then may follow the general discussion and comparison of results. But of whatever age they may be, do not fail to let them try at some simple representation, on board or paper, of what they have seen. The results will not be artistic, of course; but there is no test for accuracy like that of drawing. "Is the caterpillar's head round? Count the legs again, and draw only those on this side. I don't like the way your horn points, —and should it be half as long as the body?" This is the form which the teacher's corrections will take, in order always to stimulate closer observation. If she desires to make suggestions as to technique, she waits until the child has completed his representation, in order that he may not be tempted to desert his model for a mere imitation of her drawing; then she steps to the board and illustrates the relative values of light and heavy lines, or whatever her point may be, the child following her, and all this practice work being erased at the end of the exercise.

The following list of questions for board use may perhaps help to suggest others to the teacher:

What is the difference between a caterpillar and a worm? How many rings or segments has a caterpillar? (In some caterpillars, this division of the body into segments is more apparent than in others; if it does not show, don't ask.) Why are so many caterpillars green? How many legs has a caterpillar? Are they all alike? Look at the bottom of the foot; is there any difference between those of the true legs (three front pairs) and the false legs (the fleshy ones)? What helps the caterpillar to cling so tightly? How does it walk? Where are its eyes? How does it eat? Does it sleep at night? Why does it have to change its coat? (Don't ask this question until it has changed its coat.) Where is its "spinning bag"?

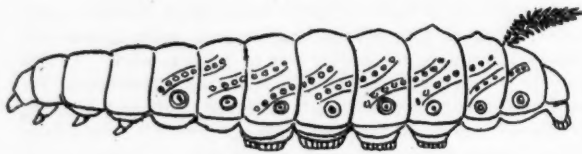
If, some morning, our caterpillar grows sullen and stupid, mopes in a corner, and refuses to eat, do not despair of it; and do not be surprised if the next day it appears hungrier than ever, in a larger, handsomer coat than the old one which lies hidden under some leaf, rolled up into an incredibly small bundle. The changes in personal appearance which a single moulting may occasion are sometimes quite marvelous; I have known a caterpillar who had always before worn white to appear in a coat of jet black!

But at last the caterpillar stops eating and begins preparation for its great change. It crawls up the side of the glass, binds itself about the body with a thread of silk, and remains hanging for some time. After a great deal of puffing and contortion, the caterpillar skin at last drops off, and there hangs the shapeless (?) brownish lump which is called the chrysalis. Now we know that ours (probably) is, or rather was, a butterfly caterpillar; for if it had been going to be a moth, it would have spun a cocoon.



Chrysalis.

This is fairly safe as a general rule, but still there are some exceptions. For instance, the larvæ of the sphinx moths (one kind of tomato worm among them) bury themselves in the ground and form the chrysalis there; and many of the hawk moths come from naked chrysalids. But, at least, a butterfly does not come out of a cocoon; and a moth caterpillar does not usually suspend the chrysalis even if naked, as a butterfly caterpillar would do.



Tomato worm.

Let pupils draw the chrysalis (pupa, the scientific books name this stage), noting general color and shape. If, after they have watched several butterflies emerge, they can begin to see the general resemblance of the shape of the chrysalis to the (wingless) body of the butterfly, and can surmise correctly the function of the smooth, flattened areas on either side (wing-cases), well and good; if not, do not force the observation upon them. A comparison of the wingless body and the empty chrysalis, placed side by side in corresponding positions, might be of assistance.

As for the length of time we shall have to wait for the butterfly to arrive, that depends upon the season of the year. In the fall, most chrysalids would sleep all through the cold weather. In spring and summer, however, we may usually look for the opening within a period of from one to four weeks. In either season, disappointments will sometimes come; and if, some fine day, there steps out from a tiny punctured hole in the dead chrysalis a brightly colored waspy-looking insect, or perhaps what appears to be nothing more nor less than a tiny house-fly, or even a tiny gnat, you may know that you are receiving an introduction to Sir Ichneumon, the slayer of your butterfly.

Even if all goes well, it is rare good fortune if the butterfly does not steal a march upon us by making its exit while our backs are turned, as butterflies mostly have a habit of doing. But at least it cannot escape—and here it is! Velvety black (or perhaps faded brown!) wings, bordered on the outer and lower edges with a double row of yellow (or sometimes white) spots; hind wings tailed, and with a band of blue frosted in silver; body black, spotted on sides with yellow. Under surface of wings similar to upper, but the yellow spots are larger, and many of them are washed over with orange.

That it is a butterfly, and not a moth we may know by attention to these three points:

First: When at rest it closes its wings together and holds them vertically upright, while if it were a moth they would be laid down



Butterfly at Rest.

flat. (This rule admits of a very few exceptions, as in the case of some of the Hesperidæ or "Skipper" butterflies, which hold up the forewings and let the hind pair lie in a horizontal position.)

Second: Its antennæ ("feelers") are knobbed or clubbed at



Antennæ.

at the end, instead of being thread-like or feathered or jointed or aperting, as a moth's would be.



Skipper Butterfly.

Third: It flies by day (as you will soon discover from observation of out-door specimens), while most moths fly by night.

This butterfly is called the Black Swallow-tail, and it is extremely abundant throughout the season. Its Latin name is *Papilioasterias* (*Papilio* = butterfly; *asterias* = starry). The Swallow-tail family (or genus, to be scientifically correct) is quite an extensive one, and we shall probably meet several of *Asterias*' brothers before we have chased butterflies for very many weeks.

Probably Black Swallow-tail, if he happens to be amiably inclined, might be induced to partake of some dainty refreshment from a fragrant flower cup, or perhaps from a drop of sweetened water. Then the children can see him unroll his long coiled "tongue,"—as the mouth parts are called.

If it is desired to make a collection of butterflies—which is a very good plan, provided it is not made the sole aim of the study, the butterfly must be quietly and painlessly killed before it becomes so restless as to mar the beautiful wings. About the only adequate method is the cyanide bottle. To make one, take a wide-mouthed bottle, or more properly a jar, which has a tight cork or glass stopper. Put in half a dozen lumps of cyanide of potassium about the size of a hickory nut, and fill the jar full enough to cover them half an inch deep with a thin paste formed



by mixing plaster-of-paris with water. Let the bottle stand for a day to dry; then keep it tightly corked. Be sure to label it "Poison;" handle the pieces of cyanide as little as possible; and remember that the fumes are poisonous. The insect should be left in the bottle for several hours; then it may be taken out, and its wings must be spread and fastened open by strips of paper, to dry. It may then be mounted with a pin on one of the corks which is glued to the case in which you intend to keep your collection. It is well to leave a piece of camphor in this case, to protect specimens from injurious insects.

Study of the Toad.

Apparatus required.—Colored pictures of toad and other reptiles. A live specimen, if possible. Diagrams showing the development of a frog.

I. DESCRIPTION.

MATTER.

The toad is not a true reptile, tho it possesses many of the characteristics. Toads have a peculiarity of their own, which is, that before they are fully developed, they pass a short time in the water, and breathe by means of gills, as fishes do. Those gills gradually waste away, and true lungs form, with which they breathe the air as we do. For these reasons, frogs and toads are called "amphibious," which means having two modes of life.

Color:—The skin of the frog is quite smooth and slippery, while that of the toad is comparatively dry, of a dull appearance; covered with rounded knobs of various sizes, called "warts." The color is of a blackish gray with an olive tinge, and the tubercles, which stud the surface, are brown. Beneath it is yellowish white, tinged with gray, and in some specimens, spotted with black.

Size:—The toad is a trifle larger than the frog, and is from three to four inches in length.

Head:—The head is wide and flat, and of a cadaverous appearance.

Eyes:—The eyes are extremely prominent, on each side of the head. They have a swelling above each eye, from which a sort of acrid milky juice can be squeezed out, and which probably gave rise to the popular ideas of the venomous nature of the toad.

Mouth:—The mouth extends round beyond the eyes, and the jaws are destitute of teeth.

Tongue:—The tongue is the chief means by which the toad obtains its food. Instead of being fixed, as is usual, at the back of the throat, it is fixed just inside the mouth, with its tip pointing down the throat. The tip is slightly cleft and sticky.

Limbs:—The front pair are more like arms and hands than legs, and are slightly turned inward. The hind legs are about four inches in length, and much more developed. The toad does not leap like the frog, but crawls along, and sometimes gives a feeble little hop. The hind feet are webbed.

METHOD.

The children having had lessons previously upon frogs, snakes, and other reptiles, will be able to name the chief characteristics of a reptile; viz., they have a heart, like land animals, but cold blood, like fish. They lay eggs on land, which are hatched by the sun. Draw out, by questions, these characteristics, and make comparison with toad. Show that it has two distinct lives; the first one as a fish, the second as a land animal.

Color:—Show picture or live specimen, and let children describe the appearance. Let children contrast the appearance of the skin with that of the "frog." Tell children that the knobs or glands contain an acrid milky juice, which can be squeezed out, and that this probably was the origin of the old idea that the toad was venomous.

Size:—Show specimens or picture of each, and let children compare. Show on measure the approximate length. Draw attention to the absence of "neck" in the toad.

Eyes:—Lead children to admire the beauty of the toad's eye. Notice how quick sighted the creature is, and draw from children that it requires acute sense of sight to catch such quickly-moving animals as insects.

Mouth:—Tell children that the toad swallows its food whole, using its fore feet as hands, to push such food as worms down its throat.

Tongue:—It darts out its tongue upon its prey, and lodges it in its throat with such quickness that the eye can scarcely follow it. It never feeds on dead insects. Compare with the "woodpecker," that catches its prey in the same manner.

Limbs:—Draw from children the use of the limbs in assisting it to get rid of its old skin, and also the use the animal makes of its fore feet in eating. Ask reason of hind feet being webbed.

II. FOOD AND HABITS.

MATTER.

The toad is a most useful animal in a garden, because it

comes out at night and feeds upon the insects which devour the plants at night, such as slugs, caterpillars, ear-wigs, beetles, worms, and other specimens nocturnal in habit.

They seldom frequent the water but for the purpose of depositing their eggs. These are not laid in masses, like those of the frog, but in long strings containing a double series of eggs, placed alternately. These chains are about three or four feet in length, and one-eighth inch in diameter. They are deposited later than those of the frog.

The toad sheds its skin at intervals. The skin splits down the back and along the belly. The two halves of the skin thus divided recede and become folded, and by means of the continued twitching of the animal's body, it is brought down in folds on the sides. The hind legs alternately loosen it, and by the assistance of the mouth, it is drawn off, and the new skin exposed to view. The old skin is rolled by the two hands into a little ball, pushed into the mouth and swallowed at a single gulp.

Toads are harmless and easily tamed. They hide in damp, dark places during the day, and crawl out at night, with their head near the ground. They are extremely tenacious of life, and can exist a long time without food. They remain in a state of torpidity during the winter.

METHOD.

Compare with the frog that is generally found near water. Draw from children the appearance of the eggs in the water. They are like peas, surrounded with a jellylike substance. They are laid at the bottom of the water, and rise to the top. Refer to the frog, and compare with snakes. Describe clearly the process of "shedding the skin." Draw from children the great fear people formerly had of the toad, and show that that was because they knew very little about it. Mention instances of toads having been found in stones. Tell children they sleep in the hollows of trees, sand banks, or heaps of stone.

III. LIFE HISTORY.

MATTER.

(1) Frogs and toads are produced from eggs known as spawn. The spawn of the toad is in strings. (2) From the eggs are developed tadpoles, which are of the nature of a fish, since they are furnished with gills and a tail, and live only in the water. (3) The tadpoles turn to land animals, and develop limbs for leaping, as in the frog, or for crawling, as in the toad.

METHOD.

Illustrate, by means of rows of large beads. Show, by drawings on blackboard, the different stages of development.

(Adapted from "The Teachers' Aid.")

Dame Toad.

Deep, deep down in a dizzy old well
Once on a time did some little toads dwell,
Though just how they came there, I'm
sure I can't tell.

Perhaps, in a hurry, the old mother toad,
Jumped carelessly, somehow mistaking the
road,

And fell with a plump to this dismal abode.

And, finding herself with a whole set of

bones,
Had made of the crannies and chinks of
the stones

The best home she could for her four little
ones.

As well as their space and discomforts
allowed,

They grew up to be quite a chirk little
crowd,

Of which old Dame Trot was exceedingly
proud.

For Poppet and Skip and Kercreak and
Delight,

Had their skins just as Brown and their
eyes just as bright

As though they had always lived up in the
light.

At last in a frolic, Skip daringly tried
To hang on the bucket and get a free ride
Up, up to the unexplored region outside.

The others looked on, and they saw how
'twas done,

And all were determined to mount one by
one

To that glimpse of blue sky, with its beauti-
ful sun.

Though dizzy and faint as it came to the
top,

Each toad hurried off with a skip and a
hop,

Until under a wall they came to a stop.

And there they took breath, and then all in
a row

They sat joining hands and they croaked 'a
great "Oh!"

How different this is from our quarters be-
low!"

Next day, Mother Toad, feeling lonely and
sad,

Traveled up in the bucket and made them
all glad,

By hopping in too. What a welcome she
had.

Now under the steps does this family dwell,
And just how it happened, I'm sure I can't
tell,

But they never went back down that dizzy
old well.

The farmer he scolded as toad after toad,
Came up in the bucket, instead of the load
Of splashing, cool drink that the deep old
well owed.

—St. Nicholas.

Letters.

Normal Schools.

The articles in the "Atlantic Magazine" criticising the normal schools of Massachusetts are in my estimation the first patter of a great shower. The normal school, like the school and the church, was so manifestly a good thing, that it was organized and carried on with no one to say aye or nay to what was, or was not, done. In New York the first normal school was started in 1845; it met with much opposition, but it contrived to show that it was needed and ten or eleven others have been built. The original idea was the preparation of teachers; later they became high schools. The objection used to be made to them that the graduates did not teach; this is not a good objection, and is not now urged.

The objection to the normal school is its *scholasticness* instead of its *pedagogicness*. Like most American institutions the teachers are selected through politics; men are appointed as principals or assistants to please influential men. No man was more of a politician than Thurlow Weed who lived here and was the "boss" of the state for many years. He was asked by a man to help him get him appointed as principal of the Albany normal school when Prof. Cochran retired. He said, "I won't do it, for you don't know anything about a normal school."

The Oswego normal school rose to eminence because it was really a normal school. On the pedestal which will support the statue of E. A. Sheldon there should be inscribed, "This man succeeded in running a genuine normal school," or "In giving just form to the idea of a normal school." It would be a startling revelation if a body of experts should visit the normal schools of this state and put down what they would see and hear. I do not mean by this that the management is dishonest, far from it; the principals are undoubtedly honest men. But if the little view taken by Mr. Frederick Burk that is given in the June "Atlantic," can make the normal school men of Massachusetts as uncomfortable as is reported, what would an exhaustive exhibition of the procedure effect.

That I may be better understood, I will illustrate my ideas by stating that some years ago I was written to by an old school-mate at the West, to select an art school for her daughter; she must learn art in the quickest, surest, and truest way; when she got thru she must be an artist. I went to the Academy of Design in New York city: it was managed by first class artists but that it was no art school I soon learned; since then, it has, I ought to say, put itself in a far better attitude. It was revealed to me then that an art school could be something else than an art school. It set me to thinking. I saw it lacked the *spirit* of art. This is the lack of the normal schools. Hawthorne humorously describes how modern Christianity constructed a railroad to heaven and made the devil engineer. If going to heaven is a mechanical business then it is good policy to get the ablest engineer without reference to his theology.

I do not suppose the time for shaking up the normal schools has come yet; it will, however, in about ten years. Putting E. A. Sheldon on a pedestal means a good deal. The normal schools are all right as far as faculties and buildings are concerned, but they have not yet put up Froebel's motto: "Come, let us live with the children." That must be the first step. Love for children must actuate those who resort to them; it must be this that gives direction to the principal and his assistants.

It must not be supposed from what I have written that I am opposed to normal training; I wish I could give expression to utterances of thoughtful men. Said a graduate of the Albany normal school: "When I think of what that school might have done for me I am angry; I never got a hint of what I afterwards found I must learn." I shall not mark out any curriculum for a normal school principal; I shall simply say: "Bring into play the power of teaching which resides in all the students that resort to your institution." This is your office; this is what is expected of you. The graduate should feel a secret joy as he goes forth saying to himself *I know how to teach*. Is this the case now?

Albany.

A. G. Gridley.

Child Study.

Tho I have had many years of experience in teaching I am, strange to say, very much interested in all matters relating to education; and the study of children—which must be made by every one who really undertakes to teach—I am glad to say is being undertaken somewhat after the manner of the study of plants and insects. Now I went into the school-room to teach without knowing much about children. I had been with my brothers and other young people and knew some of their ways, but I had not studied children as I understand it is now proposed to be done.

I believe it is now proposed that a child shall be thoroly studied; that his mind shall, as it were, be dissected and thus we be able to make him think properly. There is a great deal of wrong

thinking. There will probably be a book like Gray's excellent treatise "How Plants Grow;" it will be entitled "How Children Grow Mentally." It seems to me that Pres. C. Stanley Hall is the man to write such a book; he seems to have dived deeper than any one else into the ocean of knowledge concerning children.

What surprises me is that there are so many skeptics as to the value of child study. I was at a meeting of the Massachusetts Teachers' Association and Pres. Hall gave an address on this subject; it was listened to with so much interest by the teachers that I was surprised to see Pres. Eliot, of Harvard university, evidently convulsed with suppressed merriment; he seemed to feel that it was an educational joke. It set me to thinking, and I must admit I have not got over thinking about it yet. My conclusion is that Pres. Eliot did not take any stock in child study.

I was with a group of practical educators some months since and the talk turned on child study. One of them said it reminded him of an incident at a railway station in the country. The train had started out and a dog (just to show that he could run, probably) started after it. Said an on-looker.

"I bet you a dollar he will catch the train."

"Looks like it," said another.

"What will he do with it when he catches it," said another.

That, said the superintendent, was what he was asking; children can be studied, but what will be done with the knowledge by the practical teacher. I am therefore patiently waiting for farther developments.

Brooklyn.

An Antediluvian.

While in Washington this summer I went, with a number of others, to visit Mount Vernon. In the steamer was a gentleman and two ladies, and our parties fell into conversation. He said he had come down to Washington, not to hear the speeches on education, but because the railroad ticket was "so mighty cheap." He was the principal of a school, and the two ladies were his assistants. "Miss B——" he told me "was one of the smartest teachers in the county, always reading and studying on education; the school board seems infatuated with her somehow; they pay her almost as much as they do me. All this talk about education and the kindergarten makes me sick."

"There was a man who came to the county institute from Michigan. Boone they called him, I think, and he went on for a whole hour about pedagogy. Correlation, Pestalozzi, Froebel, Herbart, and all that sort of thing. Now, that don't do any good. He said teachers ought to read books about education, and recommended a list of over a dozen, and wrote their names on the blackboard. But that don't fetch me."

"Then they want you to subscribe to educational papers. I did take one for a while, and it had some good things in it; but I don't care to know how other fellows teach; I know how to do it myself, and that's enough. The most of it is about school boards; they are all the time talking about progress in education. I tell them boys and girls go to school to learn to read, write, and cipher, and that is all there is to it; there ain't no time for anything else."

"The superintendent says we should teach them to study nature; that's another foolishness; says we can leave off grammar until they get into the high school. Now, I think grammar is the great study next to spelling. I work them up to the handle in spelling. When I was in Bentleyville I got a great name for spelling, but now they scarcely pay any attention to my spelling classes; they say spelling and penmanship are incidentals; that is, like walking and breathing; that if I teach geography, history, and those things all right they will spell and write well enough."

"I used to whale the boys if they didn't toe the mark, but there is a great fuss made now if I hit a boy a crack over the head. All this has come out of this study of pedagogy, as they call it. I have been teaching nearly thirty years, and have got along without pedagogy, and guess I can yet."

We had now arrived at the landing place, and I parted from my companion; not without regret, for he was a fellow of much humor. He kept a quid of tobacco in his mouth, and I wondered what he said to the boys concerning narcotics and alcoholics. As there are doubtless no small number of these antediluvians, I hope *The School Journal* will be able to wake them up.

Rupertsville.

Emory Bradford.

Be sure you are right, then go ahead. Be sure you get Hood's Sarsaparilla, and not some cheap and worthless substitute.

THE SCHOOL JOURNAL

(Established 1870.) published weekly at \$2.50 per year, is a journal of education for school boards, superintendents, principals, and all teachers who desire to have a complete account of all the great movements in education. We publish *THE TEACHERS' INSTITUTE*, monthly, \$1 per year; *THE PRIMARY SCHOOL*, monthly, \$1 per year; *EDUCATIONAL FOUNDATIONS*, monthly, \$1 per year, and *OUR TIMES* (Current Events), monthly, 30 cents per year.

E. L. KELLOGG & CO., 61 E. Ninth Street, New York

The School Journal.

NEW YORK AND CHICAGO.

WEEK ENDING SEPTEMBER 10, 1898.

This is the spring time of the school year, the season of beginnings, of preparation, and of *greatest* growth. May the school-rooms throuout the land be filled with brightness and beauty, and their atmosphere with that joy and cheer which flows from healthy activity. Now, if ever, courage and hope are stirring the teacher's heart. Happy the ones who can keep alive and buoyant thruout the year. Trials may come. They must come. But do not let this season of hope be clouded by the thought of them. The primary school, above all, needs the fullness of the enjoyment of spring.

It is a little over fifty years since the first normal schools were founded; it is well to keep this in mind, for that was the first recognition of the need of special training for the teacher. It was not an easy thing to accomplish; the whole practice of the several states was the other way; the various colleges and academies considered their graduates or even undergraduates as competent to teach. Except in the endowed academies, or private schools, possessing and commanding local patronage, no one was expected or encouraged to look upon teaching as a life work. During this half century a great change has taken place in the attitude of the state towards education and in the sentiment of the people. Undoubtedly those who look back from 1950 will see that the foundations of pedagogy were pretty firmly laid in 1900.

"There is a stir all over the country arising from the hold America has on the West Indies. The enterprising young man who can speak Spanish will look toward Cuba and Porto Rico; the papers say "there is a demand for men of brains who can speak and write Spanish." This fact should not be lost sight of by the teachers, for there are young men who have been taught by his predecessors, who are anxious to launch their boats. Nor is the outlook unpromising even in Spain. They lack capital and brains there. The starting of steam and electric railways and telephone companies will begin as soon as the peace treaty is signed. The production of olive oil is said to be very remunerative, the country beautiful and healthy. Nor need there be any fear of ill feeling.

Many a teacher has taken up the very suggestive work on education by Herbert Spencer, and has read these lines: "It is not to be supposed that even our most advanced modes of teaching are the right ones, or nearly the right ones," and has possibly wondered if he were not pretty near right; or he may, like most teachers, think the statement an incorrect one. Herbert Spencer is a teacher, in the very large sense of that word and he is not ashamed to admit that we have much to learn concerning education. There is a gradual improvement in the attitude of teachers toward education; the time is not so far distant when they

scorned to read concerning education. One publisher now says: "Books on education are the poorest to publish; teachers don't buy them."

Last week *The School Journal* contained an unsigned article presenting "Some Practical Aspects of Success in the Private School Field," full of practical suggestions. It was written by the principal of a most excellent girls' school in Philadelphia, whose remarkable success has made her widely known.

The little monthly, *Our Times*, has grown wonderfully in popularity. It has been decided to put it into magazine form, and to issue it twice per month. The price will be fifty cents, instead of thirty. It will be a gem for the school-room; every teacher should have it. The children have learned to read; hereafter they will read. What shall they read? *Our Times* tells them about the world they are living in; they become interested in the great events; they are broadened out. No other paper can do what this paper does, for it comes from the great educational headquarters of the country; it is designed to be an educator for the young folks.

As to Boys' Clubs.

There is a goodly number of people who underrate the power of the school, an organization that has come down to us from the ages—like the church. These think that if boys can come together, merely, they are to be benefited. Mr. A. F. Sanborn, in the "North American Review," gives the result of his experiment: "It is of little account that boys are kept off the street, if their doings within are worse than their doings without doors, and if the better boys are demoralized by closer association with evil than they have in the street. The boys' club is not *per se* a good thing. It were better to leave the boys to the natural impulses of their by no means vicious street life than to coop them up within four walls, unless, somehow—by force of rigid discipline, persuasion, or affection, it matters not how—they are trained in the essentials of right living."

This is the precise ground *The Journal* takes; it is unmitigated sound sense. We know some philanthropists who think it a fine thing to get the boys in off the street and let them do as they have a mind to. A good evening school, or a manual training school where they have training in accomplishing some valuable work that bears on earning a living—these are the means by which he will attain salvation. A boy does not know what is for his good; oftentimes his parents do not, but the teacher does. The school is to intellect and morality what the church is to religion; but aims to be useful and indispensable to youth, while the church aims at both youth and adults. The philanthropist who has money to burn will be wise if he intrusts it to school or church.

The transposition of a few lines in the article, "School-master and Bull-fighter," (*School Journal*, Aug. 27, page 141) makes it quite difficult to get at the meaning of the second paragraph. The second sentence in this paragraph should read:

"Certainly there are teachers' seminaries in Spain, but these cannot be compared even remotely with the American schools for teachers; and the young people, there, who dedicate themselves to the profession of teaching are only very seldom in a position to afford the luxury of a seminarian curriculum."

All letters relating to contributions should be addressed plainly "Editors of SCHOOL JOURNAL." All letters about subscriptions must be addressed to E. L. KELLOGG & Co. Do not put editorial and business items on the same sheet.

The Stuyvesant Association.

"The greatest marvel of all my years of teaching," said a prominent educator, not long ago, "is the indifference manifested by parents as to the character of their children's teachers and school surroundings." This is not a new marvel; on the contrary, it is so old that there are hopeful signs of its becoming obsolete, and the Parents' Association promises to be the means to this happy end. So much has been written about parents' associations, what they might, could, and should do, that it may be of interest to know what one such organization has really done. If the results seem small compared with the possibilities, it must be borne in mind that they are, at least, not mere theories, but accomplished facts.

In the fall of '96 the Brooklyn board of education formulated a plan for organizing parents' associations in connection with all the Brooklyn schools, and the Stuyvesant Association is one of these societies. Its machinery is very simple. The officers are president, vice-president, recording secretary, corresponding secretary, and treasurer; besides these, committees are appointed by the president for special work. The only requirement for membership is the payment of the annual dues of one dollar. The constitution states that "the object of the society shall be to draw into closer fellowship the parents, principals, and teachers, that they may work harmoniously and intelligently together for the moral, mental, and physical good of the pupils."

To facilitate this object, monthly meetings have been held in the school building, and a public invitation extended to all the teachers and patrons of the school. It will be seen that this invitation includes the fathers of the pupils; but in its practical workings the Stuyvesant has been a mothers', rather than a parents', association.

Naturally, one of the first subjects investigated was the sanitary condition of the school building. This was found to be reasonably good, but an effort was made to increase the janitor's salary, that he might employ more help for the daily cleaning. Next, a committee was appointed to procure vacant lots for playgrounds. After some difficulty, two such lots were secured, cleared of rubbish, and a policeman was stationed near, to see that no serious disorder occurred. These playgrounds were intended for the older boys, that the schoolyard might be free for the younger pupils. The next effort was toward forming a school library. The enterprise was abandoned, however, after nearly a hundred books had been donated, because no suitable place was provided for them.

In January of this year, it was voted to use the money then in the treasury for pictures. An art committee was appointed to confer with the local committee of the board of education and the city superintendent of drawing. At the same time, the president wrote to the sculptor, Mr. Frederick MacMonnies, a former pupil of the school, asking him to give one or more photographs of his works. In reply, Mr. MacMonnies sent seven pictures, with instructions to have them enlarged and suitably framed, at his expense. To these, the association added eight other pictures, making fifteen in all. There is now a growing fund for purchasing pictures, and it is hoped that these first few will prove the nucleus of a large and valuable collection.

The president has spared no effort to make the regular meetings entertaining, as well as helpful. As she once said, "We are plain, home-staying, stocking-darning, face-washing, common mothers, few of us having any other club connection." Such women are the ones to appreciate the bright, wide-awake programs provided, and the meetings have been both a delight and an inspiration. Some idea of their character and scope can be obtained from the following list of speakers and subjects:

Miss Kirkland, "The Primary Work of the School;" Miss Gray, "The Grammar-Grade Work;" Mrs. Etta Morse Hudders, "Foods and Their Nutritive Qualities;" Mrs. Mary E. Newton, "Temperance Teaching in the Schools;" Mrs. John K. Blauvelt, "Suitable Trees and Necessary Rest;" Mrs. Robert H. Dodd, "The School from the Standpoint of the Parent," and "Cleanliness and Its Processes;" Mrs. J. D. Burrell, "Children's Literature;" Mrs. Kate Upson Clark, "Discipline;" Miss Caroline B. Le Row, "How to Improve Our Speech;" Mrs. May Ellis Nichols, "The Education of the German Girl." These papers have been followed by free, informal discussions from the standpoints of both teachers and parents.

This list of meetings would not be complete without special mention of the "Picture Meeting," which was really the gala day of the association. The principal speaker of the afternoon was Mr. Charles Skinner, who gave a little talk about Mr. MacMonnies, illustrating his points by the pictures of Mr. MacMonnies' works. Some pleasant reminiscences of the sculptor were given by one of his former teachers, and supplemented by his sister. The pictures were formally presented to the school by Mrs. Ormsbee, president of the Stuyvesant Association, and graciously accepted by Prin. Ives. Mr. Good-nough, supervisor of drawing in the Brooklyn schools, and Mrs. Jacobs, of the board of education, added some kindly

words, and the meeting ended in an informal "private view" of the pictures.

As this was to be a simple statement of accomplished facts, it would be inconsistent to tell the plans for the coming year, the attractive programs already laid out, or that the opening meeting is to be a "tea" to promote sociability among the members. I can only hope that what has been told of the work already done is enough to prove that the Stuyvesant Association is its own best excuse for being.

Brooklyn, N. Y.

Mrs. May Ellis Nichols.

Ethics and Natural History.

A correspondent of the New York "Sun" has collected some compositions which are the "results of combining moral instruction and easy lessons in natural history according to the Boston system." The signatures have been changed for others of similar type. The compositions follow:

THE MONKY.

There are many kinds of monky besides those that live on hand organs; some are found in Asia and some in Africa. Once a man was in the woods and he threw a little stone at the monky, and they threw back large, ripe, sweet cocoa nuts, and this teaches us a great moral lesson. We should always behave like the monky. I saw a monky at a circus and it pulled a lady's bonnet off, and tore it all to rage and tied the strings around its neck and grined.

Clara Elphinstone Grey.

THE BARE.

Bares are of many sighses and all big. The chief kinds are the grizzly bare which is black; the sinnermon bare which is good and gentle; the white bare which bleaches its skin to hide in the snow and makes a rug, and the black bare which is common and is careful of its cubs. Bares fight bees for honey, which is mean because the bees are little. Once a bare found some currant jelly sitting on a garden bench to dry, and he ate it, and the lady hadn't any more, which was greedy. Bares are pigs.

James Clarence Clarke.

THE ELLFANT.

The ellfant is the biggest of all beasts put together and has two tusks, one tail and one trunk, sometimes called the ellfant's hand, and two eyes. His feet are large roasted and good to eat, but the skin is very thick. He shakes dust on it like a pepper caster. Once a taylor stuck a needle into an ellfant, and years after the ellfant soaked his house for him. Be good to the ellfant and you will be happy.

Grover Cleveland Jones.

THE USEFUL EFELANT.

The useful efelant grows in hot countries like the cocoa nut. He can pile wood and but down things like walls. The efelant is useful to ride on; you sit in a house to ride. The efelant has four feet all very large and useful. He has a trunk and it is useful in many ways. He puts water and nuts into it. The efelant is useful in war. He scares away the horses with a trumpet. The efelant is a large useful animal.

William Peters.

THE LIONS.

Lions are always walking except when eating, and then they growl. Their roar terifeyes, but their tails are not so long as the monkeys. They are cats no matter what you think, and their size has nothing to do with it. Once it was fashnable to call them noble, but they are mean no matter what your fable book says, and you must stop talking. Once a donkey stole a lion skin, but the other donkeys killed him because he made so much noise with his brain. That showed he was a donkey. Keep still when you are thinking.

John Croker Perkins.

BEES.

Bees are always busy because the idle ones are killed. They make honey and wax, but parafeen candles are cheaper or else candles made out of whales. The bees build cells and combs and sometimes fill trees and bears smell the honey and eat it. They suck the juice out of flowers and the flower dies. Bees are meaner than mosquitoes, and you can tell them by the yellow bands on their abdomen.

Alice Jennings.

There is no teacher, great or small, who will not be helped by a frequent reading of Page's "Theory and Practice of Teaching." E. L. Kellogg & Co., have a handsome new edition with questions at the end of each chapter, and a sketch of the author's life itself, inspiring.

Until the educational world shall get beyond periodical examinations of teachers, question books will be a necessity for preparation and review. There is all the difference in the world between such a work as "Shaw's National Question Book," carefully graded and thoroly educational, and the "hodge-podge" of all sorts of questions found in many of the question books. If we must study for examination, let us make the study of some positive value to us.

American Science Association.

(Continued from last week.)

CONCEPTION OF SPECIES.

Before the botany section, Dr. W. G. Farlow, of Cambridge, read a paper on "The Conception of Species as Affected by Recent Investigations on Fungi." Dr. Farlow asked two questions, "What do we mean by species?" and "Do they exist in nature, or are they created by us for our own convenience?"

Of course, said the speaker, in the days when every living thing was believed to have been originally created in the form in which it now exists, the permanence of species was a thing not to be doubted. Even in the early days of the association this idea was still strong. "Before 1859," said Dr. Farlow, "creation was one vast pudding in which the species had been placed by an Almighty hand, and the naturalists, sitting in a corner like greedy little Jack Horners, put in their thumbs and pulled out plumbs, and cried, 'See what a great naturalist am I—I have found a new species.' But when the ideas of evolution began to spread, and when it was found that one form of life could develop into another, then the question of what constitutes a species became a serious one."

The rapidity of growth of fungi makes this a fertile field in which to conduct experiments, and the results have been such that the speaker noted that the botanists were now following the prevailing business tendency of the age, and they are asking of the plants, not so much, "Who is your father?" as "Where did you come from, and what can you do?"

The outcome of Prof. Farlow's argument was practically this: That the question whether species exists in nature is one that should be left to philosophy to discuss. "The real purpose of the divisions into species," he said, "is to map out the vegetable kingdom in such a way that the horticulturist, the forester, and the physiologist may be able to obtain from the arrangement the facts needed by them in their work."

COLOR-VISION.

The address of Prof. Frank P. Whitman before the section of physics was historical in its nature. His title was "Color-Vision." In approaching his subject, Prof. Whitman stated that while it was a portion of the domain of physics formerly much frequented by students, it has of late been administered by psychologists.

With a groundwork of the first intelligible hypothesis, that of Sir Isaac Newton, Prof. Whitman related the story of color-vision, noting the improvements to the hypothesis suggested by Thomas Young, and those of his successors in this investigation. Color blindness was, of course, the burden of much of the story, the various ideas that have been advanced to account for the false appreciation of colors being passed in review. Much was said about the "visual purple," the purpose of which has been a puzzle to all anatomists.

Perhaps the most helpful line of research is that of which, like the study of the visual purple, seeks to find a relation between color-sensations and physical properties. In concluding, he said it seemed not surprising if the next great advance might come from the chemical investigations, rather than from the sides of physics, physiology, or psychology, which have held the field so long.

MISS PROCTOR ON ASTRONOMY.

Miss Mary Proctor, of New York, daughter of R. A. Proctor, spoke on Tuesday of her experiences in making astronomy popular. Since her father's death she has been presenting to public audiences the wonderful truths of astronomy. "My experience has taught me," said she, "that the most essential principle is to use as little technical language as possible. The teacher should not forget that he was once young, and that his knowledge was gained by small additions. Astronomy is indeed the grandest and noblest of all the studies, and we owe a debt of gratitude to the master minds that have helped to bring us nearer to a comprehension of its mighty problems."

FERTILIZATION OF FIGS.

Dr. L. O. Howard, entomologist of the United States Department of Agriculture, presented a paper on the attempt to introduce the curious insect, *blastophaga psenes*, into California. The Californians, in their attempt to produce a fig equal to the Smyrna, have been using cuttings imported from the eastern end of the Mediterranean. It was found, however, that the trees, when they reached bearing size, dropped the greater part of their fruit. It has long been known by the Mediterranean growers of figs that they are fertilized by an insect, which inhabits the wild, or, as it is called, the caprifig. The inhabitants of fig-growing districts each year break branches from the caprifig, and tie them to their own fig trees, and the insects, loaded as they are with pollen, enter the flowers of the true figs and fertilize them. In California, however, a system of artificial fertilization has been attempted, and has indeed been quite successful, the ripened figs having the flavor of the Smyrna product.

THE GOVERNMENT SURVEY.

One of the most important papers was by Charles D. Wal-

cott, director of the United States Geological Survey. The paper had reference to the topographical work of the survey, its development, and its application to the solution of engineering problems.

The speaker described what the topographical maps show, and how they show it, explaining how the culture, the drainage features, and the relief are represented respectively in black, blue and brown. The work has been extended into all the states and territories, and covers twenty-seven per cent. of the area of the country. The states of Connecticut, Delaware, Massachusetts, and Rhode Island, the District of Columbia, and Indian Territory have been completely mapped, while over one-half of the area of each of the following states has been surveyed: Arizona, Kansas, Maryland, Utah, Virginia, and West Virginia.

Coming to the subject of the application of the topographic maps of the United States to the solution of engineering and other economic problems, Prof. Walcott called attention to the limitations which must be put upon their utility. Their application is general rather than specific, and they may be said to subserve the interests of the people or of communities rather than those of the individual.

INDIAN COSTUMES.

Miss Alice C. Fletcher, who holds the Thaw fellowship in the Peabody museum, Cambridge, read a paper on the origin of clothing, its development, its use as distinguishing a man from his fellows, as symbolizing his dependence upon supernatural agency, and marking the growth of personal freedom under the influence of tribal society.

Miss Fletcher closed by saying: "We have found the garment to have been an invention by which man's self-consciousness could be emphasized. Its practical uses were subservient to this purpose. We have noted that man's self-consciousness was born of attrition with his fellows, that his use of garments indicated not only birth, but the condition of society."

Lantern illustrations showed the unconscious adjustment of the robe or blanket in accordance with the varying mood or action of the wearer. These unique illustrations substantiated the statement that the attitude of the Indian with his blanket wrapped about him, under the impulse of his passing emotion, told its story with a simplicity and truth.

More than one hundred sessions were included in the week, and hundreds of papers were handed in, a large proportion of which were read. Many excursions were given to the members of the association, including a visit to Cambridge, a trip to Salem, besides numerous drives, luncheons, and receptions. The visitors from abroad were guests of the city of Boston.

Items of Interest.

George Nadeau an outlaw, who has just been captured after a six years' hunt by government officers, is unable to read, and can barely write his own name. Yet, for a number of years he has been supervisor of schools in St. Francis, Maine, his home. St. Francis is a town of about five hundred inhabitants, situated on the St. John river in the north of Maine.

The schools of Winchester, Mass., have classes in sewing, cooking, and carpentry. The plan is highly favored, and the superintendent says:

"I am ready to recommend a continuous course of manual training from the day that the pupil enters the kindergarten until he becomes entitled to a diploma from the high school. Industrial training especially adapted from a utilitarian standpoint, to one sex, may be pursued profitably and pleasantly by the other sex."

Newark, N. J.—The question of the introduction of Spanish in the commercial course of the high school is being considerably discussed. Supt. Gilbert favors the scheme, and it is proposed to extend the commercial course from two to three years, to permit the study of Spanish.

Biddeford, Maine.—Prof. William J. Lord, for forty years principal of Limington academy, died Aug. 30, aged seventy years. His son, George D. Lord, is a professor in Dartmouth college.

The book on which the professional examinations in Florida was based last June is Hughes' "Mistakes in Teaching." The only complete or authorized edition of this invaluable little book is published by E. L. Kellogg & Co. 45 cts. postpaid.

"It contains more good common-sense for teachers than any book I know," was the remark of a principal the other day about Hughes' "Mistakes in Teaching." There is no teacher who will not gain many helpful suggestions from the reading of it.

"Mind Studies," by Dr. Jerome Allen, continues to be a favorite with the teachers who want to know something of the laws of mind growth, and their relation to the work of teaching and who have not time to go through the large and difficult book on this subject. 45 cts. postpaid.

Conditions in Cuban Schools.

In connection with the opening of the public schools in the city of Santiago, it is interesting to note what a meager school system has hitherto prevailed there. In the whole province of Santiago, the latest figures show that out of a population of 270,000, there were but 6,000 public and 1,800 private school pupils, while the total public-school expenditure for a year was only \$16,000. In the whole of Cuba there were but 13,000 children in the public schools. This is about three and one-half per cent. of the population. Fifty-three out of every one hundred persons in Havana can neither read nor write. A great work is before the schools in the island of Cuba.

Deficient Children's Work.

One of the interesting exhibits at the N. E. A. in Washington was the work of the Haddonfield, N. J., training school for mentally-deficient children. The exhibit consisted of finely-carved designs for tables, clocks, doors, chairs, bedsteads, and many other useful articles of woodwork. Beside these, were the fancy pieces of sewing done by the girls, including handkerchiefs, pillow-cases, and the like.

The school was started fourteen years ago, by Miss Marguerite Bancroft, who was moved by a desire to aid the feeble-minded children whom she had met. The school does not accept more than fifteen pupils, in order that a large amount of time may be devoted to each. The children live in the school, and remain in attendance until they are mentally the equals of other children of the same age.

Manual labor is the keynote of the instruction. The child's mind is concentrated, and once he is interested, patience and skill will accomplish the rest. Book study comes only when the child is able to apply himself to it.

Women in German Universities.

The movement toward the higher education of German women does not progress very rapidly. Three hundred and fifteen women attended German universities last year, but most of them were foreigners. The German physicians have opposed women entering the medical profession, but say that in case women persist in entering it, their preliminary and professional training should be in every way equal to that of men. The emperor himself is opposed to the higher education of women.

Free Scholarships in Practical Design.

A limited number of free scholarships and a few half scholarships have been presented the Original School of Industrial Design for Women, 159 West 23d street, New York city, by prominent men and women. The scholarships are valued at from \$50 to \$200 each, and will enable the beneficiaries to become practical workers in design for wall papers, carpets of all grades, printed drapery silks, brocades, raw-silk furniture coverings, book covers, lace, challies, lawns, dress goods, and all textiles, both printed and woven, and thus be self-supporting in this special branch of industry.

This incorporated institution was founded in 1880 by Mrs. Florence Elizabeth Cory, who is still its president, and is the only one of its kind in the world.

The examination of applicants for free scholarships will be held at the school on Monday, Wednesday, and Friday, Sept. 19, 21, and 23, from 10 A. M. to 12 M. each day. Applicants at a distance must send in their applications, together with specimens of work not later than Sept. 15.

Montgomery County News.

Amsterdam, N. Y.—Mr. William Barkley, formerly principal of the Fort Hunter union school, has been elected principal of the fifth ward school in this city. Mr. Barkley's successor at Fort Hunter is Mr. W. Eugene DeMelt, of South Westerlo. Mr. Robert S. Roulston, formerly principal at Rockton, is now occupying the same position at Trumansburg, N. Y. He is succeeded at Rockton by Mr. Nathan Beckwith, formerly of the business department of Clinton Liberal Institute, Fort Plain, N. Y. Prof. Howard H. Schaffer, of St. Johnsville, now has a position in the Eastman business college.

Use of School-Houses.

The supreme court of Pennsylvania holds, in the recent case of *Bender v. Streabich*, 37 Atlantic Reporter 853, that a board of school directors has no authority to permit the use of a school-house under their charge for sectarian religious meetings or for the holding of public lyceums, and may be restrained by injunction from so doing. It says that the use of school buildings by the community at large for public meetings for the discussion of subjects of general interest may be said to be in the line of their use for educational purposes, but it is not the use intended by law. The public school system is for the instruction of pupils who may attend the schools, and not for the instruction or entertainment of other persons. The school directors are trustees of the school property for that use, and they may not, against objection, authorize or permit its use for other purposes. If the school buildings may be used for meetings for the convenience, pleasure, or instruction of the general public, all other property may with equal propriety be so used, and it would be but a step further to apply a part of the school funds to the same use. This view of the law, adds the court, does not forbid the use of the buildings for any purpose directly related to the instruction of the

pupils of the schools, and it does not exclude their use for lectures or debates which are made a part of the course of instruction.

J. L. Rosenberger.

Prominent Primary Supervisors. I.

Miss Ada Van Stone Harris, supervisor of primary schools, Newark, N. J., is a native of New York state, where she received her early education. With a natural aptitude for teaching, she entered upon her professional work soon after leaving school. Her experience in the grades was a foundation for her subsequent work. She soon found that her talents fitted her for the supervision and training of teachers. As her sympathies were with the younger children, she devoted her energies to kindergarten and primary school instruction.

She was called to the training school at Muskegon, Mich. Three years were spent here. Marshalltown, Iowa, then claimed her energies for a year.

By this time she was well known as an organizer and trainer, and she was called to Duluth, Minn., to organize and take charge of the new training school just started in that city. This was in the fall of 1892. The school was organized on a broad pedagogic basis, and Miss Harris laid stress upon the principles of co-ordination and correlation. During the first year, sixteen graduates of the high school were trained, in both theoretical and practical pedagogy, and under the constant supervision of Miss Harris, became efficient primary teachers. The next year, Miss Harris extended the scope of the instruction to all the grades below the high school. The course of study laid out by her required ability and physical vigor. Her careful training is shown by the fact that of the twenty-seven admitted to the school, twenty-five received certificates in June. Of the two others, one left because of illness in her family; the other continued her work the next year.



Miss Ada Van Stone Harris.

The instruction of Miss Harris and her assistants included the study of methods, psychology, pedagogy, and the history of education; the observation of various modes of instruction, and actual teaching experience. Miss Harris organized monthly teachers' meetings for general criticism, suggestions, and discussions. The outgrowth of these meetings was a teachers' club, devoted to further educational improvements and advancement.

After three years of successful work in Duluth, Miss Harris became supervisor of instruction in the Michigan State Normal college at Ypsilanti. She was there but two years, when a call from Newark a year ago brought her back to the scenes of her earlier experience. There has been marked improvement in the primary school work at Newark during this year. The grade meetings, twice every week, brought the teachers more closely together, and, in a large degree, unified the system.

Miss Harris has several most admirable qualities. Her standard of work is high, but she is in thorough sympathy with the teachers, and constantly helps and encourages them. Her pedagogical ideas are broad and well grounded, and she shows skill and perseverance in their application. As a critic of primary work, she has few equals. If a teacher's method is bad, she is ready with a means of bettering it; if it is good, she can throw new light on its application.

Miss Harris is herself a most expert and effective teacher. Knowing this, those whom she instructs have confidence in her principles and respect for her methods. To use a much worn, but expressive, phrase, she is a born teacher, with the tact, skill, and intuition which the name implies.

Present Day History and Geography.

The Czar's Rescript.

Perhaps the most important document of the age was issued Aug. 24, when the czar of Russia, Nicholas II., thru his minister of foreign affairs, Count Muravieff, handed to all the foreign representatives in St. Petersburg the following communication:

"The maintenance of general peace and the possible reduction of the excessive armaments which weigh upon all nations present themselves in the existing condition of the whole world as an ideal toward which the endeavors of all governments should be directed. His majesty, the emperor, my august master, has been won over to this view. In the conviction that this lofty aim is in conformity with the most essential interests and legitimate views of all the powers, the imperial government thinks the present moment would be very favorable to seek by means of international discussion the most effectual means of insuring to all peoples the benefits of real and durable peace, and, above all, of putting an end to the progressive development of the present armaments.

"In the course of the last twenty years the longings for general appeasement have grown especially pronounced in the consciences of the civilized nations. The preservation of peace has been put forward as the object of international policy. It is in its name that the great states have concluded between themselves powerful alliances. It is the better to guarantee peace that they have developed in proportions hitherto unprecedented their military forces, and still continue to increase them without shrinking from any sacrifice.

"All these efforts, nevertheless, have not yet been able to bring about the beneficent results of the desired pacification.

ECONOMIC EFFECTS OF GREAT ARMIES.

"Financial changes, following an upward march, strike at public property and at the very source of intellectual and physical strength. Nations' labor and capital are for the major part diverted from their natural application and unproductively consumed. Hundreds of millions are devoted to acquiring terrible engines of destruction, which, tho to-day regarded as the last work of science, are destined to-morrow to lose all value in consequence of some fresh discovery in the same field. National culture, economic progress, and the production of wealth are either paralyzed or checked in development.

"Moreover, in proportion as the armaments of each power increase, so do they less and less fulfil the object which the governments have set before themselves.

"Economic crises, due in great part to the system of armaments a *outrance*, and the continual danger which lies in this massing of war material, are transforming the armed peace of our days into a crushing burden which the peoples have more and more difficulty in bearing.

"It appears evident, then, that if this state of things is prolonged it will inevitably lead to the very cataclysm which it is desired to avert, and the horrors of which make every thinking being shudder in advance.

"To put an end to these incessant armaments, and to seek a means of warding off the calamities that are threatening the whole world is a supreme duty which to-day is imposed on all states.

AN INTERNATIONAL CONFERENCE PROPOSED.

"Filled with this idea, his majesty has been pleased to order that I propose to all the governments whose representatives are accredited to the imperial court, the meeting of a conference which would have to occupy itself with this grave problem. This conference would be, by the help of God, a happy presage of the century which is about to open. It would converge in one powerful focus the efforts of all the states which are sincerely seeking to make the great conception of universal peace triumph over the elements of trouble and discord. It would, at the same time, cement an agreement by a corporate consecration of the principles of equity and right, on which rest the security of states and the welfare of the peoples."

IS THE CZAR SINCERE.

This remarkable document came unheralded. The world

had expected nothing like it. Especially was it noteworthy from the fact that Russia and England were fast approaching that point in their eastern relations where only an "incident" is necessary to precipitate war. The question at once arises, Is the czar sincere in his desire to reduce the armed strength of the nations? England has a magnificent navy, several times the size of Russia. The English nation was beginning to call for firmer measures in dealing with Russia's aggressive policy in the far east. A naval war would be a great blow to Russia. Was the czar's proposal, then, aimed at the growing sea power of his enemy, Great Britain? "Hundreds of millions," he says, "are devoted to acquiring terrible engines of destruction, which, tho to-day regarded as the last work of science, are destined to-morrow to lose all value in consequence of some fresh discovery in the same field." Does this mean the 1,200 heavy guns of Great Britain's navy, as compared with the three hundred of Russia's?

THE CASE OF FRANCE.

Two years ago, Russia made an alliance with France. Russia is an absolute monarchy; France, a republic. The reason for an alliance, unless against the common enemy, Great Britain, was not at once apparent. It is an open secret in diplomatic circles, however, that Russia looked with suspicion on the growing military power of France, and hoped to curb the latter's ambition by giving her the moral support of a nation with so great an army as Russia's. It is an open secret everywhere, that the alliance has accomplished very little in the direction intended. France has a naval power second only to England, and an army (on a war footing) ranking next to Germany and Russia; in other words, a total army establishment of nearly five million men. Now, another question arises, Is not the czar's proposal intended to carry out the original alliance intention—that of curbing France by disarming her? Still another question, Does the czar think that the Spanish-American war will result in a vast increase in military force in Europe—an increase which might be prevented by his proposal? Altogether, the tangled conditions in European politics warrant the question, Is the czar sincere?

RUSSIA'S INTERNAL CONDITIONS.

At first thought, it would seem as if the motive for the rescript was to be found in the menacing conditions in Europe. But when we turn to Russia herself and examine the conditions there, we shall probably come to believe that the czar is really sincere, and has stated the case precisely as it is. In the first place, such a proposal had to come from an absolute sovereign. The czar is the only such among the great powers of Europe. His will is law, and he has no parliament to consult before acting. So it is fitting that such a proposal as this should come from him. Russia has a peace establishment of 1,743,244 men, and every year about twenty-five per cent. of the able-bodied young men are taken into the army. This withdraws them from productive labor, disturbs economic conditions, and reduces the wealth of the empire. It is a serious burden on the people, and in every way a drain on the resources of the nation. Is it any wonder, then, that the czar, seeing this, should wish for a scientific reduction to a proportionate basis of population, of the armies and navies of the world?

PROSPECTS OF SUCCESS.

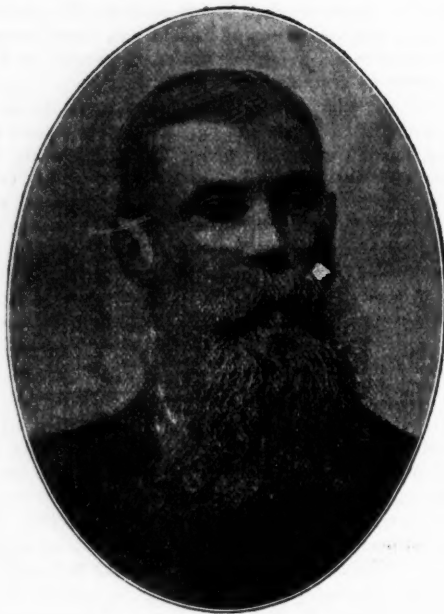
The conference, without doubt, will be held. Probably the matter will be referred to the respective powers with the hearty concurrence of their representatives in the czar's idea. There the matter will end. It is a sad fact that humanity has not yet advanced to the point where the czar's proposition is feasible. Trouble is brewing in Europe. France wants Alsace-Lorraine back from Germany; England wants commercial advantages in the east open to all; Russia and Germany want commercial advantages for themselves alone; Italy wants to keep her place among the nations; and Austria is torn by internal dissensions. Under such conditions, the nations can hardly be brought to the point of yielding what they have gained, or abandoning cherished policies, no matter how great the burden they have to bear.

The Hawaiian Islands.

In the turmoil and anxiety of the war, the annexation of Hawaii caused comparatively little comment. Yet, in the signing by the president, July 7, of the joint resolution of Congress, an important bit of history was made. For two generations Hawaii has been closely allied to the United States, and has fast been taking on our civilization. The raising of the star-spangled banner on July 7, or Aug. 12, was made the culmination of a long policy, which has bound the two countries closely together. Some account of the history and geography of this new territory of ours is sure, therefore, to be of interest to the schools at this time.

STRATEGIC VALUE.

The Hawaiian islands are in the Pacific ocean, between eighteen and twenty-two degrees north latitude and between 155 and 161 degrees west longitude. Thus they hold a central position in the north Pacific, 2,000 miles from the coast of the United States, 3,400 miles from Japan, and 4,800 miles from China. Thus it will be seen that they are the key to the Pacific. Ships, whether they be passenger, merchant, or war vessels, need these islands for coaling purposes. In case of war between the United States and an Eastern power, they would be almost indispensable. The war just ended has shown that our ships on their way to the Philippines stopped at Honolulu



Sanford B. Dole.

for coal and provisions. Fortunately, Hawaii was openly an ally of ours or this could not have been done without serious complications. The strategic importance of the islands is shown by the fact that nineteen nations keep diplomatic representatives at Honolulu, to keep a watchful eye on their interests. When the proposed Nicaragua canal shall have been built, Hawaii will be in the direct path from Atlantic ports to the Eastern countries. Hence the possibilities before these islands, both in a strategic and a commercial way, are almost unlimited.

HAWAII'S EARLY HISTORY.

It was in January, 1778, that the islands first became known to the rest of the world. Capt. James Cook, an English navigator, while hunting for a passage between the two oceans, discovered the island of Kauai, and afterward the others of the group. The superstitious natives proclaimed him a god and fell at his feet in supplication. Cook presumed upon this credulity, and exacted tribute from the natives. He carried his power too far, however, with the result that he was killed, in revenge for his deeds. The spirit of lawlessness and vice bred by Cook continued and grew in the islands. Each of the eight inhabited islands had a government and chief of its own. In

1789, Captain Metcalf arrived at the islands, and was guilty of a fearful massacre of the natives. In revenge, the natives captured Metcalf's son and killed him and all his crew, with the exception of two men. These two men aided "the great Kamehameha" when, in 1796, he conquered and united the islands under one government. By their tact and intelligence, they prepared the islands for the coming of American missionaries; an event which happened in 1820. This was the first contact of the natives with the good side of American civilization.

1820 TO 1893.

The natives renounced their idols and embraced Christianity. The years between 1820 and 1839 were characterized by a wonderful increase in knowledge, even tho turmoil, intrigue, and lawlessness, to a considerable extent, prevailed. In four years two thousand persons had learned to read, and schools had been established in all the important towns. The school-houses were the huts of the natives, and the school bell was a conch shell. Commerce was extended somewhat, bringing evil results in many cases. Men deserted from the ships, calling at Honolulu, and lived lives of robbery and murder. In 1823, Richard Charlton, a British consul, came to Honolulu. He was in sympathy with this dangerous element, and made a good deal of trouble for the king. In 1826, however, Capt. Catesby Jones was sent to the islands by the United States, to capture American deserters and protect American interests. Charlton opposed him in his plans, claiming the authority of Great Britain over Hawaii. A council was called, which resulted in a triumph for Jones, the negotiation of a commercial treaty with the United States, and the enactment of penalties for crime. Thus Hawaii took a long step toward civilization.

THE CONSTITUTION.

The growing commerce and political affairs of the islands demanded a more stable form of government. So, in 1839, the United States were formally asked to draft a constitution for Hawaii. They refused, on the ground that they did not wish to appear to be interfering with the native government. So Mr. Richards, an American of influence, was delegated to draft a constitution. This he did, and secured its adoption Oct. 8, 1840. It was modeled on that of the United States, and limited the power of the throne, gave religious liberty, provided for governors of the larger islands, a legislature of two houses like those of England, the appointment of judges, and the establishment of a legal system. The constitution restored order and peace to the islands.

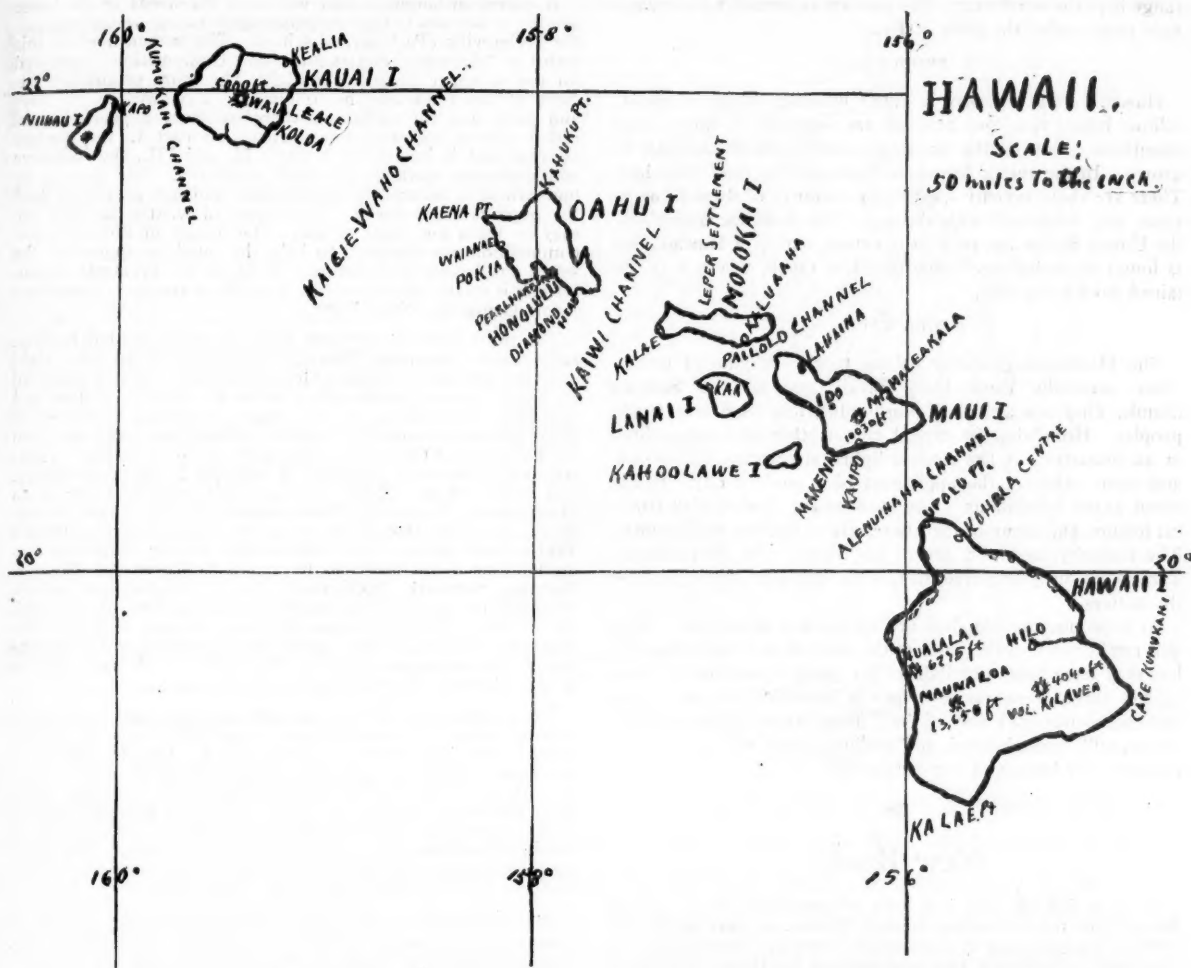
POLITICAL INTRIGUES.

The French government had attempted to control the religious beliefs of the natives, with the result that the other governments protested. Failing in this, the French tried to have their language adopted in business. Again they failed, and in revenge, seized Honolulu. Again a protest was made, and the French retired. In the meantime, the British consul was intriguing to have Great Britain secure the islands. He finally succeeded in having the British flag raised, but Great Britain and France, thru the efforts of Mr. Richards, soon formally recognized the king of Hawaii as an independent sovereign. This action was taken jointly, and the two countries pledged themselves never to take possession of or establish a protectorate over the kingdom of Hawaii. This treaty, signed in 1843, is still in force.

DYNASTIC TROUBLES.

In 1865, the constitution was amended. In 1866, the lepers were transferred to the island of Molokai, which is now devoted exclusively to their use. In 1876, a reciprocity treaty was concluded with the United States, admitting Hawaiian sugar into this country, free of duty. This arrangement was a wonderful thing for Hawaii. Her industries took on new life, wealth increased, the capital became a modern city, and Hawaii flourished.

In 1874, the heir of the throne died, and the line became extinct. The legislature elected Kalakaua, a man corrupt and depraved, who probably secured his election thru wholesale bribery. Under his rule, riots and uprisings were constantly occurring, so that, in 1887, the citizens rose and made the king yield to their demands for better government. A new consti-



tution was signed, giving white men the suffrage, and making the cabinet elective. The king's sister, Liliuokalani, was bitterly opposed to this, and to all the whites. She was in England at the time, but soon returned, and, in 1891, succeeded to the throne. She violated the constitution at once, and the most underhanded schemes were soon in full power. She abrogated the constitution and assumed absolute power. The people rose and deposed the queen, organizing a provisional government, with Sanford B. Dole at its head.

RECENT HISTORY.

Annexation was asked of the United States, and in 1893 a treaty was drafted and approved by Pres. Harrison, just before he retired from office. Mr. Cleveland rejected it at once, and upon the advice of Commissioner Blount, whom he sent to Hawaii, to investigate the conditions there, attempted to restore Liliuokalani. Thru the prudence and foresight of our minister, Mr. Willis, this scheme was abandoned. A republic was established July 4, 1894, with Judge Dole as president. The first part of 1895, the ex-queen's followers tried to restore her to the throne. Their plot was foiled, and the ex-queen arrested. She came to the United States soon after, seeking sympathy, which she could not find. A treaty of annexation was approved by Pres. McKinley in December, 1897. The senate, however, failed to ratify the treaty. A joint resolution was then introduced and passed both houses of Congress. It was signed by the president July 7. Thus the history of the kingdom and republic of Hawaii ends in a way satisfactory to the majority of Americans.

GEOGRAPHY AND TOPOGRAPHY.

The Hawaiian islands are eight in number—Hawaii, Maui, Kahoolawe, Lanai, Molokai, Oahu, Kauai, and Niihau. These are in a line of about 350 miles in length. The principal city of the islands is Honolulu, on the island of Oahu. The island of Hawaii is by far the most beautiful, as well as the largest. It contains about two-thirds of the total area of the islands, 6,700 square miles. That is, Hawaii itself is about the size of

the state of Connecticut. It contains the highest mountains of any island on the globe. Mauna Loa is an active volcano, 14,000 feet above the sea. Its crater is 800 feet deep, and at the surface is 19,000 feet long by 9,000 feet wide. Its eruptions are magnificent, and many of them are historic. The fires spout fountainlike from the crater, to a height of 800 feet and more, and a river of lava, a mile in breadth and thirty miles long, rushes down the mountain side, sweeping everything before it. In 1855, the stream flowed for fifteen months, coming within eight miles of Hilo, when it stopped. In 1880, it came within a mile of the town.

Kilauea, another volcano, is 4,000 feet high, on the side of Mauna Loa. Its circumference measures seven and one-half miles. At its southeastern extremity is a lake of fire nearly half a mile across. At times this lake vanishes, leaving a pit nearly 500 feet deep. At such times, the lava probably breaks thru below the surface of the ocean. In a few weeks it returns, rising rapidly, till it overflows its boundaries.

Upon these mountains can be found almost any variety of climate, and consequently of vegetation. The summits of some of the highest are covered with almost perpetual snow, while tropical plants flourish at their bases. The climate is exceptionally cool for the latitude. This is due to the icy currents from the Bering straits, and the trade-winds of the region. The terrible cyclones of the tropics are rare visitors at the Hawaiian islands. The difference between the eastern and western coasts is very noticeable. The former has a windy and rainy climate, with much vegetation, while the latter is dry and warm, with little vegetable growth. The valleys are very fertile, but they are comparatively small in extent, and hence the mountain slopes and plateaus are cultivated thru artificial irrigation and much labor. There are, in all, about 300,000 acres of arable land. The forests are numerous, and contain many beautiful specimens of wood. Hundreds of rivers, some of them quite large, flow down the mountain sides into the sea.

A mountain range runs thru the islands and another small

range is in the northwest. The two are separated by a twenty-mile plain, called the plain of Eva.

PRODUCTS.

Hawaii's great industry is sugar making. Molasses, wool, tallow, hides, rice, and bananas are exported in fairly large quantities. Most of the temperate-zone products also can be grown. In the animal kingdom, birds are the most abundant. There are about seventy species, the majority of them being in some way connected with the sea. The domestic animals of the United States are, to a large extent, native in Hawaii. Salt is found in abundance in the island of Oahu, where it is obtained from a salt lake.

OTHER FACTS.

The Hawaiians probably belong to the Polynesian family. They originally came from Savaii, one of the Samoan islands. They are, as a race, more industrious than most tropic peoples. Honolulu, the capital city, is thoroly cosmopolitan in its character. It has electric lights, street cars, telephones, and many other of the appliances of a modern city. It has about 25,000 inhabitants. The avenues are shaded with tropical foliage, and many of the houses are of modern architecture. The majority, however, are of one story, with wide piazzas. Taro, a curiously-prepared dish, is the staple article of food for the natives.

As a people, the islanders are simple and hospitable. They still retain many of the vices of the early days of their history, but they have large possibilities for good before them. Slowly, but surely, however, the race is becoming extinct. Now that the islands are a part of the United States, cable communication will be established, and gradually they will take on our customs, our laws, and our civilization.

New Books.

A most difficult task has been accomplished by C. Lloyd Morgan, of the University college, Bristol, in putting the essentials of psychology in a condensed form in "Psychology for Teachers." A preface has been written by Henry W. Jameson, associate superintendent of schools, New York city. One notable feature of this book is that the topics thruout are illustrated by school-room experience. The whole trend of the work is toward the cultivation of right methods of instruction; it deals with the practical side of school life. The author's motive is not, primarily, the teaching of psychology; mental processes are viewed in the light of the aid they afford to teaching. Thruout the book there are allusions to the educational movements of the day, showing that the author is fully abreast of the most advanced thought on this field. (Charles Scribner's Sons, New York. \$1.00, net.)

In a volume of Appleton's Home Reading series, under the attractive title of "News from the Birds," Leander S. Keyser has recorded his observations in the fields; he has gone to the birds for his facts, and has made very little use of books. He thus accomplishes one of his purposes—to furnish actual instruction, to tell some new facts about bird life that have not yet been recited. The second purpose is inspiration; the author wishes to spur the reader to go out into the fields and woods and study the birds in their native haunts. The book is well illustrated. (D. Appleton & Co., New York.)

"The Werner Series of Arithmetics" were lately completed by the publication of Book III., by Prof. Frank H. Hall. In books I. and II. careful gradation was the thought uppermost in the mind of the author. In book III. more attention is given to classification and generalization. In books I. and II. the synthetic method of presenting a topic is usually adopted. In book III. the analytic method of procedure is prominent. While using books I. and II. the pupil, by a kind of synthetic "spiral advancement" plan, comes into possession of a body of useful mathematical knowledge, easily understood and easily digested. In book III. he is led to classify this body of knowledge and properly to relate the different subjects treated. In accordance with the report of the Committee of Ten, examples not easily made intelligible to the pupil have been omitted. The course in arithmetic has been severely "abridged by omitting entirely those subjects which perplex and exhaust the pupil without affording any really valuable mental discipline." It is believed that thoughtful teachers will welcome this book in part for what it omits.

In the last twenty-six pages of book III. will be found a practical method of dealing with denominate numbers. (Werner School Book Co., Chicago and New York.)

A course in language that will meet the needs of the lower grades of schools is that prepared by Prof. E. Oram Lovie, of the Millersville (Pa.) normal school. The second book in this series is "Elements of Grammar and Composition," prepared for use in upper grammar grades. The more prominent features of this book are the following: It is written for boys and girls, and the subject is therefore from a psychological rather than a logical point of view. In part I., the method of treatment is inductive; in parts II. and III., the inductive and deductive methods are both employed. The part to be memorized is reduced to a minimum, and not presented until the pupil is ready for it. The forms of written analysis are easy to learn and easy to use. The lesson in literature and composition are designed to help the pupil to appreciate the worth and beauty of literature. So far as the grammar is concerned, it relates strictly to the English of to-day. (American Book Company, New York.)

The third book in the new series of eight graded readers, aptly called "Stepping-Stones to Literature," is no less attractive than the two volumes which preceded it. It was prepared by Sarah Louise Arnold and Charles B. Gilbert. Fables and fairy tales predominate in this reader, including a number of Hans Christian Andersen's stories. Other fairy tales are from the French, and there is a bright story by Mrs. Ewing. There are several charming incidents of child life in city and country, and some telling fables. The poetical selections are from Shakespeare, Browning, Wordsworth, Coleridge, and Longfellow, the Cary sisters, Mary Howitt, Celia Thaxter, Bayard Taylor, and others. The illustrations include some fine reproductions of masterpieces by Raphael, Meyer von Bremen, Herring, Schreyer, Dieffenbach, Laux, Munier, and others. Kindness to animals is enforced thru the medium of appropriate pictures. There are other pleasing pictures of animal life, portraits of authors, etc., while the occasional script lessons are no less attractive than the illustrations. (Silver, Burdett & Co., Boston. Introductory price, 50 cents.)

The various wars of the United States have called out many stirring lyrics. It would require a large large book for all the verse in this line worthy of preservation. Brander Matthews has made a judicious selection in the volume he issues under the title of "Poems of American Patriotism." He has given those that depict feelings as well as those that describe actions. Some poems have been curtailed slightly for the sake of space, and in a few cases only a fragment has been given. The editor has added notes, explaining the origin of the poem. (Charles Scribner's Sons, New York. 60 cents, net.)

The "Tales from McClures" includes a little volume of stories of camp and battlefield by General Nelson A. Miles, Captain Musgrove Davis, Major Alfred R. Calhoun, Captain T. J. Mackey, Major Philip Douglas, George L. Kilmer, and Ernest Schriver. These relate to the Civil war, and are extremely interesting, not to say exciting. (Doubleday & McClure Co., New York. 25 cents.)

"Harold's Rambles," by John W. Troeger, is the second volume of Appleton's Home Reading Books, a series intended to supply what is called supplementary reading for pupils that have been two years or more at school. These books not only teach the pupil to observe, but they lead him to the method of scientific observation. Most of the chapters in "Harold's Rambles" contain information gleaned during short walks and excursions. Farm life, trees, animals, in fact, the world of nature engages the attention of the pupil. Any healthy school child cannot fail to take an interest in this book, as it presents in language he can comprehend subjects in which he is more or less familiar, and illustrates them beautifully with many pictures of objects from nature. (D. Appleton & Co., New York. 40 cents.)

There are certain great state productions connected with the American republic with which every citizen should be thoroly familiar. Paul Leicester Ford has made a collection of these, which he has embodied in a volume bearing the title of "Great Words from Great Americans." These include the Declaration of Independence, the Constitution of the United States, and the principal addresses of Washington and Lincoln. In the introduction by Mr. Ford the history of several of these productions is given in brief. The book is handsomely bound in cloth, has gilt top and rough edges, and is illustrated with portraits and pictures from old prints executed in the highest style of art. (G. P. Putnam's Sons, New York. \$1.50.)

We never tire of hearing stories of Lincoln—some of them humorous, some that show the earnestness of the man and his goodness of heart. The popularity of the little book, by J. E. Gallagher, entitled "Best Lincoln Stories, Tersely Told," is assured. The young especially will find it interesting. The frontispiece is a portrait of Lincoln taken at Springfield, in 1861. (James E. Gallagher & Co., Chicago.)

Dr. G. Stanley Hall's three little books, "Contents of Children's Minds," "A Study of Dolls," and "The Study of a Sand Pile," are published by E. L. Kellogg & Co., at twenty five cents each. Child study clubs should study them. All engaged in the education of children will find them extremely interesting and valuable.

THE SCHOOL JOURNAL

NEW-YORK-AND-CHICAGO-

[Entered at the N. Y. P. O. as second-class matter.]

Published Weekly by

E. L. KELLOGG & COMPANY,

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THE SCHOOL JOURNAL, established in 1890, was the first weekly educational paper published in the United States. During the year it published twelve school board numbers, fully illustrated, of from forty-four to sixty pages each, with cover, a summer number (eighty-eight pages) in June, a private school number in September, a Christmas number in November, and four traveling numbers in May and June. It has subscribers in every state and in nearly all foreign countries.

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School Building Notes.

MISSOURI.

Monett will build school-house. Write Lee Matthews, arch.

DeSoto will build high school. Write C. W. Squires, arch., Emporia, Kan.

Salisbury will build addition to school-house. Write W. A. Cann, arch., St. Louis.

Warrensburg will build a new brick school. Write Wm. F. Schrage, arch., Scheidley building, Kansas City, Mo.

Gainesville will build a new school. Write Smith & Gutterson, archs., Des Moines.

Bolivar will build school-house. Write J. L. Heckenlively, 302 College street, Springfield.

Dearborn will build school-house. Write J. H. Bennett, arch., St. Joseph.

NEBRASKA.

Randolph will build addition to school-house. Write S. O. Reese.

Pears'

What is wanted of soap for the skin is to wash it clean and not hurt it. Pure soap does that. This is why we want pure soap; and when we say pure, we mean without alkali.

Pears' is pure; no free alkali. There are a thousand virtues of soap; this one is enough. You can trust a soap that has no biting alkali in it.

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Ask your doctor about soaps, soaps containing alkali and soaps made of pure vegetable oils. Physicians and trained nurses recommend Ivory Soap because it contains nothing but pure soap. There's no alkali in Ivory Soap, it is a thorough cleanser, and is the standard of soap excellence, 99⁴/₁₀₀ per cent pure.

IT FLOATS.

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Gothenburg will build a new school. Write P. C. Weathers.

Gretan will build school-house. Write Jno. McDonald, arch., Omaha.

NEW JERSEY.

Trenton will build school-house.

Passaic will build school-house. Write W. M. Meeker, arch.

Bloomfield will erect new school-house. Write Chas. G. Jones, arch., 280 Broadway, N. Y.

NEW YORK.

Buffalo will build addition to school-house No. 28. Write R. A. Wallace, Main & Huron streets.—Will build a two-story frame addition to school-house. Write R. G. Parsons.—L. Saenger, arch., will put lavatories in public school, No. 39.—The St. Mary's Catholic church will erect school building.—Will build addition to school-house No. 28. Write R. A. Wallace, arch., Main & Huron streets.

North Tarrytown will build a stone and brick addition to a school. Write H. S. Minnerly, of Mt. Pleasant, Tarrytown.

Hamburg will build new school-house. Write W. W. Johnson, City Bank Building, Buffalo.

Watkins.—J. H. Considine, arch., Elmira, is preparing plans for SS. Peter & Paul's R. C. society.

Potsdam will build addition to normal school.

Rochester.—Fay & Dryer, archs., Granite building, will build addition to the Rochester kindergarten.—Will build school for Nazareth Convent and Academy. Write Warner & Brockett, archs.—Also an addition to St. Mary's school on South street.

Write W. Foster Kelly, Cox building.—W. Foster Kelly, Cox building, has plans for a school building for St. Michael's R. C. church; he will also build parochial school for St. Monica's R. C. church.—J. M. Platt Chamber of Commerce building, is to build school-house for district school No. 9.—H. W. Pierce, arch., will build school-house.

NORTH DAKOTA.

Sheldon will build a new school in Dist. No. 2. Write Hancock Bros., Fargo.

Gladstone will build a new school in Norway School district. Write Charles Heiser, president, school board.

Greatbend will build a new frame school. Write Fred. Stoltenow, president of school board.

Wimbleton will build a new school. Write J. L. Moore.

Hankinson will build school-house. Write board of education.

Tyler will build school-house. Write board of education.

Lisbon will build new school-house. Write board of education.

Mayville will build school-house. Write board of education.

Sandown will build school-house. Write G. K. Beits.

Pisek will build an addition to school. Write A. A. Rumreich.

Windsor will build school-house. Write James Moon, clerk.

Fingal will build a school-house.

Sykeston will build new school-house. Write C. C. Sheets.

Fried will build school-house. Write Jno. B. Fried.

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PAID TO POLICY-HOLDERS SINCE ORGANIZATION, . .	\$462,997,250.71
INCOME IN 1897,	\$54,162,608.23
INCREASE OF INCOME IN 1897, .	\$4,459,912.66
INCREASE OF SURPLUS, . . .	\$5,774,679.89
DECREASE OF EXPENSES, . .	\$146,178.31

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Ft. Ransom will build school-school. Write A. W. Maltman.
Carrington will build school-house. Write A. P. Hale, clerk.
Lee will build school-house. Write H. Oakland.
Larimore will build school-house. Write E. L. Richtie, clerk.
Galtchutt will build school-house. Write C. J. Monson.

OHIO.

North Salem will build school-house. Write B. D. Baumgardner, clerk.
Latty will build school-house. Write T. F. Goodwin, clerk.
Mansfield will build additions to school-houses. Write Charles B. Jameson, clerk.
Defiance will build school in the second ward. Write J. I. Hale, arch.—Will build school-house. Write Geo. A. Heatley, clerk.
East Cleveland will build addition to Prospect street school. Write Norton Doan, clerk.—Will build school-house.—Write Knox & Elliott, archs., Mercantile Bank building.
Findlay will build school-house. Write W. G. Grable, clerk.
Glenville will build school on Parkwood avenue. Write Morris M. Gleichman, arch., 89 Euclid avenue, Cleveland, Ohio.—Will build school-house. Write Wm. I. Boyd, clerk.

Columbus will erect new high school building. Write David E. Riebel, arch.—Also school building for the Ohio Institution for the education of the Deaf and Dumb. Write Richards & McCarty.
Dayton will erect new school building. Write board of education.

Cleveland.—H. J. Harks, arch., New England building, has prepared plans for a Catholic school for Rev. Joseph Mahon.
Sharonville will build a new school-house. Write Chas. Crapsey, arch., northeast corner Race and Seventh streets, Cincinnati.
Greenville will erect school-house. Write board of education.

Bucyrus will build school-house. Write board of education.
Sidney will build school-house. Write board of education.
Spencer will build school-house. Write F. L. Aldrich, builder.

Vernon will erect new school-house. Write board of education.
New Concord will build college. Write Lindsay & Elliott, Zanesville.
Waldo will build school-house. Write Sloan & Ault, archs., Marion.
Glenville will build school-house. Write M. M. Gleichman, arch., Cleveland.
Delphos will build school-house. Write Otto W. Moennig, clerk.

Kenton will build school-house. Write H. F. Wolgamont.
Marion will build school-house. Write Isaac Pursell, arch.
Dayton will build school-house. Write Chas. Herby, arch.
Menton will build school-house. Write H. N. Munson.
Marion will build school-house. Write Sloan & Ault, archs.
Oxford will build Miami university. Write Samuel Hannaford & Sons, archs., Cincinnati.
Ayersville will build school-house. Write F. G. Blue.

OREGON.

Chemawa will build Indian Industrial

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SOUTH DAKOTA.

Sioux Falls will build an addition to school-house. Write Jas. Schwarz arch. Madison will build a school-house in Antelope district. Write C. L. Colman. Yankton, will erect school-house. Write board of education. Webster will build school addition. Write board of education. Brookings will build school-house. Write S. Hodges. Gettysburg will build school-house. Irene will build school-house. Wilnot will build school-house. Write A. Minder, clerk. Columbia will build school house. Write P. D. Kribs. Missionhill will build school house. Write A. L. West. Talcott will build school-house. Write J. W. Cotes. Hartford will build school-house. Write I. C. Kingsbery. Colman will build school-house. Write F. J. Snyder. Sisseton will build school-house. Write J. H. Leighton. Plankinton will build school-house. Write O. B. Camp. Potter will build new school-house. Write enton Doner.

TENNESSEE.

Gallatin.—Steam heat will be put in Howard Female college. Write Geo. W. Boddie, secretary.

TEXAS.

Deepwater.—The M. F. Jones Estate will build school-house. Write Ruie Dunbar, archs., Houston, Tex.

UTAH.

Millville will build a new school. Write Job, F. Smith, arch. Peterson will build school. Write R. C. Watkins, arch.

VIRGINIA.

Roanoke will build high school. Write E. L. Slaughter, secretary.

WASHINGTON, D. C.

The Interior Dept. is going to build a school and teacher's residence at Wood's Island, Alaska.

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plies equally to women on shopping tours, and especially to those who invariably come home cross and out of sorts, with a wretched sight-seer's headache." The nervous headache and irritable condition of the busy business man is prevented by the timely use of a ten-grain dose. Every bicycle rider, after a hard run, should take a bath and a good rub-down, and two five-grain Antikamnia tablets on going to bed. Crush the tablets before taking. In the morning he will awake minus the usual muscular pains, aches, and soreness. As a preventive of the above conditions, Antikamnia is a wonder, a charming wonder, and one trial is enough to convince. All genuine Antikamnia tablets bear the monogram K.

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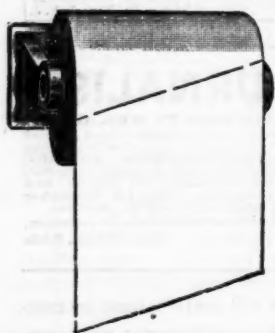
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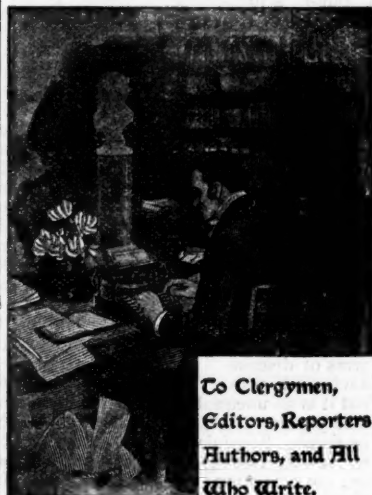
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